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ABSTRACT

Recognizing the need for more manpower in preventive mental health, this project sought to demonstrate the feasibility of training police in techniques of intervention in family disturbances, in order to improve mental health and reduce violence. After 2 months of preparation, including a 160-hour on-campus course, the 18 police volunteers were assigned to an experimental precinct in New York City. During the last 4 months of the 2-year project, evaluation was conducted by comparison with a control precinct with similar characteristics. The project showed that training can reduce violence, improve personal safety of police officers, strengthen community relations, and increase police morale and job satisfaction. (BH)

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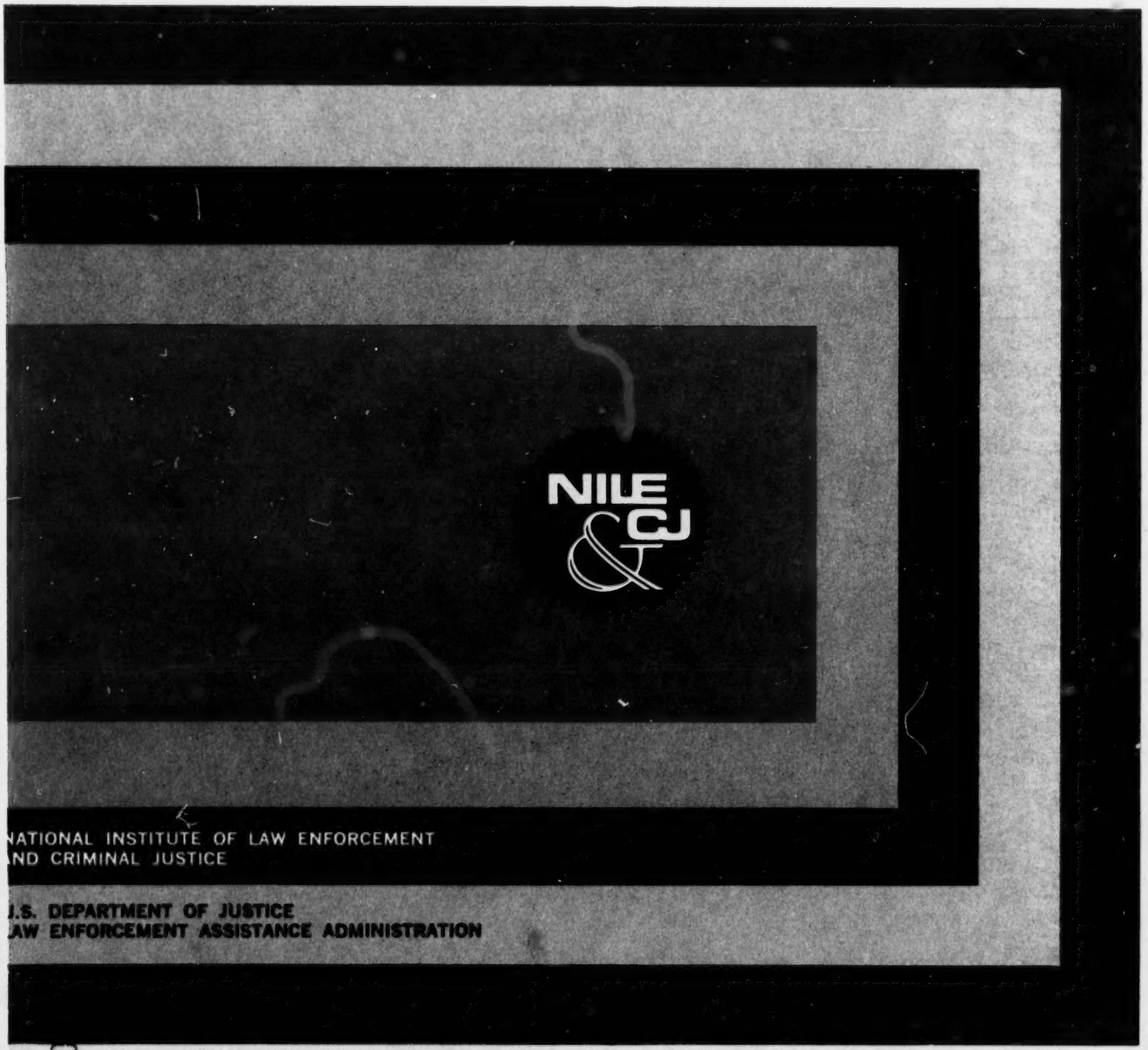
Training Police as Specialists in Family Crisis Intervention



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Training Police as Specialists in Family Crisis Intervention

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Submitted By

MORTON BARD, Ph.D., Project Director
Psychological Center of The City College
The City University of New York

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FOREWORD

Perhaps the most difficult police function is intervention in family crisis situations. Studies have estimated that family disturbance calls are one of the leading causes of police fatalities in line of duty and account for 40 percent of the time lost due to disabilities resulting from injuries. Other studies have shown that such calls for police assistance are common to rural communities as well as to urban centers. One police official, drawing on extensive rural experience, estimates that "family fights" are second in frequency only to motor vehicle accidents as incidents involving police action.

Despite the universal frequency of family crisis situations that can and do erupt into irrational and violent events that cause criminal homicides, suicides, serious assaults, and deaths or injuries to the police, there is little evidence which shows that techniques for managing families in crisis is included in existing recruit or in-service training programs.

In cooperation with the New York City Police Department and with the support of a Law Enforcement Assistance Grant from the U. S. Department of Justice, the Psychological Center of The City College, The City University of New York, undertook the training of a police Family Crisis Intervention Unit (FCIU) in a New York City precinct. The final report of the project demonstrates innovative methods and possibilities of crime prevention and preventive mental health inherent in training police to more effectively handle family crisis as an acknowledged part of the policemen's responsibility.

The project has produced a number of noteworthy results. For example, over the entire period of the project during which 1400 interventions with more than 950 families were made in a police patrol area of 85,000 population, no injuries were sustained by members of the FCIU despite their greater exposure to family disturbance; there was a positive community response to the FCIU; and the basic professional identity of the unit officers remained intact as unit members performed regular patrol activities when not responding to family disturbance calls.

The second and present phase of this study is supported by a research grant awarded by the National Institute of Law Enforcement and Criminal Justice, Law Enforcement Assistance Administration, U. S. Department of Justice, under the Omnibus Crime Control and Safe Streets Act of 1968. The present phase will make further analysis of the data already obtained and develop more refined methods for training members of the New York City Housing Authority police in intervention in conflict situations extending beyond the family.

HENRY S. RUTH, JR.
Director, National Institute of Law Enforcement and Criminal Justice

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SUMMARY

Training police in family crisis intervention was intended to demonstrate innovative methods of crime prevention and preventive mental health. Processing family disturbances constitutes a major aspect of police work. Traditional police approaches to the problem do not reflect the realities of this aspect of the police experience. There is evidence that a significant proportion of injuries and fatalities suffered by police occur in the highly volatile family conflict situation. The present project attempted to modify family assaults and family homicides in a circumscribed area, as well as to reduce personal danger to police officers in such situations.

In addition, the project attempted the development of a new preventive mental health strategy. Assuming that family conflict may be an early sign of emotional disorder in one or all of the participants, the project attempted to utilize policemen as front-line "case-finders" in keeping with theories of primary prevention. It was proposed that selected policemen could be provided with interpersonal skills necessary to effect constructive outcomes in deteriorating situations which require police intervention.

Rejection of an exclusively specialized role for the police officers involved was a major emphasis. The program assiduously avoided the conversion of policemen into social workers or psychotherapists. The officers were expected to perform all generalized police patrol functions but were the individuals dispatched on all family disputes in a given geographical area of about 85,000 residents.

The project was organized in three stages:

1 Preparatory Phase. During the first month, 18 police volunteers were selected; all had had at least three years of service and gave evidence of motivation and aptitude for family crisis specialization.

The second month entailed an intensive, 160-hour, on-campus training course involving the entire Unit. In addition to lectures and field trips, there was active participation in "learning by doing" through Family Crisis Laboratory Demonstrations. These demonstrations involved specially written plays depicting family crisis situations enacted by professional actors and in which the patrolmen in the Unit actively intervened in pairs. Practice interventions were subjected to group critique and discussion. Finally, human relations workshops were conducted to sensitize the patrolmen to their own values, attitudes, and automatic responses.

2 Operational Phase. For the two-year duration of the project one radio patrol car was reserved for family crisis work in the experimental precinct. It was dispatched on all complaints or requests for assistance that could be predetermined as involving a "family disturbance." The car responded to calls anywhere in the precinct without regard to sector boundaries. The 18 men in the Unit were able to provide continuous coverage, and at most times on each tour of duty four additional family crisis specialists were available to assist in processing calls during peak evening and weekend periods.

Discussion groups of six men each met with group leaders who were familiar with the work of policemen. Consideration of current crisis situations evoked assumptions, preconceptions, and misapprehensions about human behavior and family relationships that may have been implicit in the attitudes and performance of Family Crisis Unit members.

In addition to continuous group experience, each family specialist was assigned an individual consultant for at least one hour's weekly consultation. The individual consultants were advanced clinical psychology students who acquired in this way an unusual community consultation experience. The reciprocal effect of these encounters on the students and upon the policemen is self-evident.

3 Evaluation Phase. The evaluation phase encompassed the last four months of the project, although

normal operations of the Family Crisis Intervention Unit continued during that time. Systematic data collection took place over the duration of the project, with an emphasis on simple tabulation in order to assess changes over time in a number of variables.

To facilitate evaluative procedures, a neighboring police precinct with a population composition somewhat similar to that of the demonstration precinct served as a basis of comparison. Comparisons were made based on changes in the total number of family disturbance complaints in the demonstration precinct as compared with the control precinct, differences in recurrence of complaints by the same families within the demonstration precinct and within the control precinct, and changes in the number of homicides and assaults involving both family members and policemen responding to family fight complaints.

The demonstration in Police Family Crisis Intervention was evaluated primarily in relation to a police function as it affects certain categories of crime. Over the life of the project, the demonstration precinct reported a significantly greater number of interventions; there was an increase in the total homicides (significantly) and in total assaults (not significantly); there was an increase in family homicides but there were no homicides in any of the 962 families previously seen by the FCIU; family assaults decreased; and there were no injuries to any officer in the Family Crisis Intervention Unit. In addition to the formal evaluative criteria, there were a number of impressions and observations bearing upon the demonstration project. These impressions and observations are discussed, along with implications of the project for law enforcement, mental health, and education.

ACKNOWLEDGEMENTS

The project described herein could not have been realized without the contributions of a number of dedicated people.

First of all, Police Commissioner Howard A. Leary of the New York City Police Department demonstrated rare vision and sensitivity in encouraging and supporting the project at every stage. First Deputy Police Commissioner John Walsh gave unstintingly of time and energy in assuring that the project proceeded according to design. Deputy Inspector Vincent Agoglia, 30th Precinct Commander during the project period, made operational administrative decisions which evidenced an unusual understanding of the project's significance. Lieutenant Timothy O'Shea, Administrative Officer of the 30th Precinct, evidenced an unusual grasp of the project issues which he translated into operational leadership terms in an outstanding manner.

Second, gratitude is expressed for the support and cooperation of the Administration and Faculty of The City College. The encouragement of the Faculty of the Department of Psychology, under the Chairmanship of Professor Joseph E. Barmack, is much appreciated. Special thanks go to Graduate Faculty in Clinical Psychology and to the clinical psychology students, without whom this project would never have been a reality.

A special word of appreciation is due the social agency representatives, community groups, professional people, and others who contributed to the project in ways too numerous to mention specifically.

And, finally, special thanks to the administrative staff of The Psychological Center, whose contribution can never be sufficiently acknowledged: Mrs. Miriam Michaels; Mrs. Eleanor Kobrin, Mrs. Trudy Strassberg, and Mrs. Tilda Saidel; and to staff social workers Mrs. Eugenia Bain and Mrs. Bess Williamson.

MORTON BARD, PH.D.
Project Director

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BACKGROUNDS AND GOALS

INTRODUCTION: THE FUNCTION OF THE POLICE

In large urban centers, rapid social change, alienation, increasing population density, and ever more complex economic competition conspire to subject the family and the individual to exacting pressures. For the disadvantaged in urban society, the personal effects may be extreme. Resulting frustration, despair and hopelessness often make for a volatile, aggressive mixture kept inert only by the presence of the police. . . . society's agents of control.

The police may be regarded simply as a domestic army which keeps civilian order, or they may be regarded as individuals involved in highly complex functions that often extend far beyond mere repression. Indeed, it has been estimated that almost ninety per cent of a policeman's function today is concerned with activities unrelated to crime control or to law enforcement (11). A recent study by Cumming *et al* (9) revealed that about one-half of calls for assistance received by an urban police department involved complaints of a personal and interpersonal nature.

A. Family Crisis Intervention as a Specific Function of the Police

The problem centers, then, on isolating those non-crime functions of the police which realistically make greatest demands upon police officers and which traditional police training methods ignore. Preliminary investigation reveals that "family fights" or "family disturbances" constitute one such "non-crime" functions. Accurate estimates of the scope of this police function are difficult to determine with any precision: usual police statistics reflect recognized crime categories and do *not* report incidents which do not involve a reportable crime. However, personal communication with experienced police officers attests to the frequency of the occurrence of "family disturbance" calls. As a matter of fact, such calls for police assistance are common not only in urban centers, but in rural communities as well. One police official, drawing on extensive rural experience, estimates that calls for "family fights" are second in frequency only to motor vehicle accidents as incidents involving police action (17). One of the most ominous statistics mutely testifying to the importance of the "disturbance" call as an identifiable police function in need of scrutiny is revealed in a recent report of the Federal Bureau of Investigation; it was found that twenty-two per cent of policemen killed in the line of duty died while responding to complaints of "disturbances" (12). An experienced law enforcement officer has observed that many calls in the disturbance category are *in fact* the result of family disputes (17).

B. The need for Specific Training

Despite indications of need for police training in techniques for managing families in crisis, there is little evidence of such content in existing recruit or in-service training programs. As a consequence, the police officer called upon to intervene in a family fight is usually unable to render effective service and, indeed, may be needlessly exposed to personal danger because of deficits in knowledge about this kind of disordered behavior. A family crisis which has deteriorated to the point of threatening violence is in critically delicate balance and requires a high level of skill on the part of the intervening authority who is expected to mollify the situation. Regretfully, the police officer, if he is unprepared for this function and left to draw upon his own often biased notions of family dynamics and upon his skills as a law enforcer, may actually behave in ways to induce a tragic outcome.

C. Relationship of Family Crisis to Crime

There is no way of knowing at present how many crimes are a direct outcome of uncontrolled aggressive outbursts within families. There are indications, however, that their number may be considerable. If one considers only the category of homicide, the evidence is impressive. There are numerous studies which support Durkheim's observation (10) that "while family life has a moderating effect upon suicide, it rather stimulates murder." In 1965 there were 634 homicides in New York City, of which 35% involved family members or close friends (19). A study of homicide in Houston, Texas, by Bullock (7) concluded that most felonious assaults result from either petty quarrels, marital discords in which one spouse kills another, or love or sex disputes in which the deceased was slain by someone other than a spouse. Bensing and Schroeder (4) studied 622 homicides committed in Cleveland, Ohio, and said, "Homicides committed during robberies receive much publicity but do not represent as great a number of killings as do marital discord and quarrels between friends." In Wolfgang's study (24), sixty-five per cent of 500 homicide victims were relatives, close friends, paramours, or homosexual partners of the principal offender, while only twelve per cent were complete strangers.

There is evidence, then, that police officers in today's society are realistically involved in many interpersonal service functions for which traditional police training leaves them unprepared. It is further suggested that intervention in family distrubances is one such function in which unskilled police performance may in fact endanger the policeman and may fail to prevent eventual commission of capital crimes or assaults.

THE NEED FOR PREVENTIVE MENTAL HEALTH APPROACHES

In addition to increasing social pressure on the police, there is similar pressure upon mental health professionals to develop novel service strategies in keeping with changing needs. Traditional methods of diagnosis and treatment appear to have lessening impact as the demand for psychological services quickly outdistances professional manpower resources. It is increasingly apparent that preventive mental health approaches hold the greatest promise for resolving the dilemma. The program in family crisis intervention, based upon an emerging body of theory and research, defines a method which joins preventive approaches in mental health with those of crime prevention. It rests on the convergence of at least three distinct tracks of theory and research: 1) the use of the paraprofessional mental health worker; 2) the role of family dynamics in determining disordered behavior; and 3) preventive crisis intervention.

A. The Use of the Papaprofessional Mental Health Worker

The Joint Commission on Mental Health and Illness (14) has recommended that relief of manpower shortages in mental health be undertaken through the effective utilization of paraprofessional personnel. In 1963, Rioch and her associates (22) reported on the results of a pilot experiment to test the hypothesis that carefully selected mature people can be trained to do limited psychotherapy. Eight forty-year-old married women were trained in therapeutic skills which enabled them to function with clearly positive results. The implications of the experiment were widely considered as offering one possible means for relieving manpower shortages in the field of mental health.

More recently, Reiff and Reissman (21) have written extensively on the use of indigenous mental health aides as a community action strategy. In an effort to extend the social impact of the highly trained mental health professional, they call for the use of trained paraprofessionals. There appears to be little question that intelligent laymen can be trained to render effective mental health services under the consultative direction of the more highly trained professionals. In this approach, the highly trained consultant is involved in *little direct service* himself but instead influences the functioning of the paraprofessionals directly providing service, thus extending the social impact of his education and experience.

In the present project it was hypothesized that a similar approach could be employed in using the police as mental health paraprofessional personnel; and it was proposed that selected policemen, already engaged in quasi-mental health service roles (9) *but without training*, be trained to function in those roles more effectively.

B. Family Dynamics as a Determinant of Disordered Behavior

In recent years there has been a growing recognition of the extent to which the family shapes the personalities of its children and of the complexity by which the shaping occurs. The importance of the family environment in the genesis of behavior pathology is

well documented by a number of studies (1, 13, 16). The results of these research investigations suggest that early identification of and intervention in families where the parents live in a perpetual state of hateful and sadistic involvement may have significant preventive mental health implications for their children.

At the moment, most disordered families are diagnosed and treated only *after breakdown has occurred* and only *after seeking help*. Families who seek help are generally well educated and sophisticated in mental health matters; they come from the middle classes and usually have the resources and awareness requisite to seeking help. Undoubtedly there are large numbers of families in difficulty whose class and educational limitations prevent their identification by usual mental health case-finding methods. It is the contention here that the identification of such families would be facilitated by the use of atypical "case-finders" . . . in the present instance, the police. Those families who lack knowledge and sophistication in matters pertaining to mental health resources are the very ones most likely to involve the police when family crisis approaches breakdown.

C. Preventive Crisis Intervention

Human adaptation to crisis has come to occupy a singularly important place in behavioral science. Reaction to disasters and natural catastrophes, as well as responses to personal dangers, are increasingly important in the understanding of normal personality development and of the origins of psychopathology. Successful resolution of life crises during development can contribute much to ego growth. By the same token, many emotional disorders appear to begin or to be aggravated by an important life crisis. Caplan (8) believes strongly that the prevention of ego damage in children often centers on openness and vulnerability during crisis—an event he maintains "involves both danger and opportunity." This notion conceives of a crisis situation as one in which typical personality defense patterns are breached in the face of threat (openness), thus presenting unusual opportunities (vulnerability) for modification of usual behavior by direct intervention. Alein and Lindemann (15) contend that effective intervention techniques will not only relieve the crisis but will often serve to bring about personality change as well. Other crisis researchers present convincing evidence to support these observations (3, 20).

A family in a crisis requiring police assistance may present a state of openness and vulnerability which would permit a dramatic response to skilled and authoritative intervention. Usually fixed patterns of family interaction may, in the face of violent dissolution, offer the opportunity for reorganizing an otherwise remote prospect. It is possible, therefore, that even greater therapeutic effect can be achieved at the time of crisis than would be the case after the crisis subsides and typically intractable defensive patterns are reconsituted and become impervious to usual therapeutic techniques.

Police constantly meet states of openness and vulnerability as they find themselves enmeshed in countless life crises. But most particularly for the police project, their skillful preventive intervention in a specific life crisis, the "family fight," holds special promise as an effective means of behavior modification.

SUMMARY

The police project sought to demonstrate the effective utilization of selected police officers in a program of crime prevention and preventive mental health. There is evidence that police are currently engaged in a variety of quasi-mental health roles with little or no training equal to them. There is evidence that their lack of training is often personally dangerous and is wasteful to society as an opportunity lost for preventing certain classes of crime and for relieving manpower shortages in mental health. The area for study involved a common police complaint—the "family fight" or "family disturbance." This project sought to demonstrate the viability of training police in techniques of intervention and to define methods for extending such specialized training in the preparation of police for existing functions.

THE DEMONSTRATION PROJECT PLAN

PRE-PROPOSAL ACTIVITY

The preparation of the proposal which eventuated in the Police Family Crisis Training Project involved a full year of intensive activity prior to funding by OLEA. The investment of that effort by The Psychological Center of The City College of New York demonstrates the obligation of a consultative facility—The Psychological Center—to familiarize itself in depth with the consultee institution. Particularly in the case of a police department, there is the need to earn the right to suggest, advise or counsel. The problems, frustrations and demands in relation to resources of a peace-keeping agency are unique. The feeling of peace officers of being insufficiently understood and appreciated is not without justification. There is no dearth of simplistic solutions to police problems. The ready acceptance of the proposal for this project is attributable in some measure to the "homework" that preceded. The preparatory work was limited only by the restriction of the New York City Police Department on having civilians accompany officers in the course of their patrol duties. In jurisdictions where such direct observation is possible, there is no better way for the non-police professional to acquaint himself first-hand with the realities, the difficulties and the opportunities of the law enforcement task. In the present instance, the handicap of the local department's policy was minimized by the circumstance that the Project Director and the Project Supervisor had previously served in the same department as police officers. Despite this personal experience, nothing was taken for granted. The subject area was researched through the National Institute on Crime and Delinquency, the John Jay College of Criminal Justice, and, finally, through direct consultations with personnel of the New York City Police Department.

A. 30th Precinct: Commanding and Executive Officers

In the spring of 1966, after preliminary expression of interest by Police Commissioner Howard Leary, the commanding officer of the 30th Precinct (Capt. Ferranti) was invited to the College in the first of a long series of visits between staff members of The Psychological Center and of the Precinct. The rationale of the proposal was renewed and explained, and the active assistance of the Captain (and his executive officer) was enlisted in resolving specific administrative problems. Cooperation at this level was invaluable, since it insured a plan that made sense in the context of the realities of police administration. This plan was reviewed with Commissioner Leary in June of 1966 as the basis for a draft proposal. During the fall and early winter 1966–67, there were continuing consultations with the new commanding officer of the Precinct (Capt. Agoglia), his executive officer, and the training sergeant. In November the Divisional Inspector and his staff met at The Psychological Center for a thoroughgoing review of the entire project plan. These meetings were invaluable for obtaining the "middle-management" support essential for any enterprise. Suggestions coming from these meetings served to further strengthen the plan and make it the shared product of many minds.

B. Station House Interviews

By January a draft proposal was ready for dispatch to the Office of Law Enforcement Assistance. What had been intended as a preliminary draft proposal proved sufficient as the proposal upon which the grant award was finally made. February of 1967 was devoted to a month-long pilot study of family crises and a preliminary run of the data collection and debriefing procedures. Preliminary forms of the basic

"Family Crisis Card" (Appendix A) were distributed to the men of the 30th Precinct going out on patrol. The commanding officer and desk officers instructed out-going platoons in the use of the cards and introduced the Project Supervisor to answer questions. This was not only the first test of the data collection, but, in a sense, was the first test of the relationship between The Psychological Center and the 30th Precinct. The results were most gratifying and proved an augury for the rest of the project. The patrolmen not only completed a new and physically unfamiliar form, but also gave of their own time to discuss or debrief the material after their tours of duty. These debriefing sessions in the station house muster room yielded a sampling of case material upon which much that followed could be realistically based.

C. Headquarters Conference

By March, 1967, the time had arrived to set the final details. The grant award had been made. There was much pressure for an early start. The anticipated "hot summer" of 1967 was approaching. On the one hand, there was a sense or urgency to do anything that might show some promise of a positive contribution by police to community life. On the other hand, there was the understandable reluctance to make unavailable eighteen men at a time when every man was sorely needed on patrol. A meeting at police headquarters on March 16, 1967, thrashed out the answers to questions that could only be answered at the highest administrative levels.

A central feature of the plan was that the Family Crisis Intervention Unit which was to be created would not become detached from the patrol strength of the precinct. They would continue to work all tours, around the clock, in uniform, and be responsible for all normal patrol duties in a sector assigned to their car when not engaged in responding to a family crisis call. Thus the new Unit would not deplete the precinct's roster. However, the plan did call for a month of intensive on-campus classroom training before the Unit went operative. This month presented problems. The Psychological Center needed time to prepare for it: select the men, hire the instructors, and buy the educational materials with the funds that had just become available. The Police Department had no time as the demands of summer rapidly approached. The month of June was a compromise which represented pressures and sacrifices on both sides.

Other sensitive issues were studied and resolved at this meeting by the Department's legal and administrative heads. Follow-up visits to measure the effectiveness of instruction were reluctantly prohibited as a possible infringement of the rights of privacy. Ethnic identification and national origin inquiries were eliminated from the demographic data to be collected. Hard decisions were made, risks assessed, and the "go" signal was given.

D. Comparison Precinct

The effective starting date of the grant was May 1, 1967. But the month of April was filled with conferences, with Plays for Living (see pages 11 and 12, Intensive Training Program), arranging academic credit with The City University's John Jay College of Criminal Justice, and setting up the screening interviews with patrolmen volunteers for the FCIU. However, there was concern about the control precinct (24th). Evaluation is often the weakest aspect of many projects and the lack of comparable control data is usually responsible. The choice of a comparison precinct was difficult to make; *even more difficult was the problem of insuring the motivation and interest of those who might feel their role of secondary importance.* Worse still, "comparison" seems somehow associated with "invidious." While the commanding officer of the 24th Precinct was involved and his executive officer actively participated, there was always some question about reaching the men of the precinct on whose cooperation so much depended. The same techniques which seemed so effective in reaching the men of the 30th Precinct did not seem equally effective in the 24th. Although the latter has a larger population and a larger complement of men, a comparable period in the 24th Precinct did not produce half the response of the trial run in the 30th. Obviously we could not conduct a double blind study without contaminating the findings. Therefore, although it is possible to point to a record of careful and detailed preliminary work, the techniques for reaching and motivating comparison areas are still to be refined and improved.

THE PLAN

The plan which emerged as a consequence of the year's planning contained elements faithful both to intended innovative objectives and to normal New York City Police Department organizational functioning. It was regarded as essential that the design demonstrate enhancement of usual police performance within the context of usual institutional structure. Any departure from usual procedure was designed to be minimally

disruptive in order to demonstrate that the intended objectives could be achieved within the existing organizational framework of the Police Department.

In essence, the plan called for the selection and training of eighteen patrolmen in one Upper West Side Manhattan precinct.* This group of officers (approximately 8–10% of the precinct's complement patrolling a lower class to lower-middle class, stabile, largely black, residential community of about 85,000) would be designated as the Family Crisis Intervention Unit (FCIU). The Unit was to be trained intensively for one month and then function operationally for the duration of the two-year project period, with weekly consultations provided by The City College Psychological Center. During its operation, the Unit was to be divided into three teams of six men each; each team to be available for duty under the normal three-platoon system. It was anticipated that, even with absences for illness, vacation, etc., at least two men of the team of six would be available to man the "family motor patrol" on each tour of duty. The car designated for this function was to patrol a regularly assigned sector, in keeping with usual practice, but would be dispatched to *any* sector of the precinct when a family disturbance occurred. If, by chance, the men in another sector inadvertently responded to a family disturbance, they were under instructions to summon the "family car."

The development of police "generalist-specialists" was an essential feature of the plan. That is, the FCIU patrolmen were to perform general patrol functions but, in addition, were to be available as a precinct task force—able to deliver a form of professional police service.

In addition to the service to be provided by the members of the FCIU, it was intended that they collect vital information on family disturbance as a police function. Little specific information on the event is available in police records anywhere or in behavioral science research. The operations of the FCIU offered an opportunity to determine some of the parameters of family conflict as an aspect of human behavior. The Unit officers therefore were to be trained also in observational techniques and data collection methods to enable the investigators to arrive at conclusions regarding domestic disturbance.

Two key issues were undercurrent in the design:

1 It was recognized that the skills required for effective intervention in highly volatile family crises would, in large measure, be dependent upon significant alteration of the interpersonal perceptual set of each participating police officer. To ensure *gradual change over time* in personal attitudes and values in order to develop necessary interpersonal objectivity, traditional classroom instructional methods had to be supplemented by innovative educational techniques. Drawing on recent developments in the behavioral sciences, a central feature of the design called for a period of intensive training along more traditional lines to be followed by an extended period of weekly individual consultations and group discussions.

2 Role identity confusion was a potential threat to the integrity of the project—not to speak of its potenial as a personal threat to each of the men who would operationally staff the project. The essential task was to engender the attitudes and skills of a helping professional without in any way compromising the police officer's basic peace-keeping mission. Throughout the project's duration, the selected personnel would be reinforced in their general police role despite their specialized function in relation to family disturbances.

The project design, then, consisted of three stages: a Preparatory Phase, for selection and intensive training of the Unit personnel; an Operational Phase, in which the Family Crisis Intervention Unit would function with consultative support; and an Evaluative Phase, for analysis of data.

Project evaluation was restricted to the effectiveness of the program in relation to crime control and police personnel safety in both the demonstration precinct (30th) and the comparison precinct (24th). The data in the comparison precinct were to be collected by the normal patrol force. While otherwise desirable, it was outside the scope of the present effort to attempt a large-scale assessment of the project's effect upon the community. The following evaluative comparisons were planned:

1 Changes in the total number of family disturbance complaints in the demonstration precinct and as compared with the comparison precinct.

2 Recurrence of complaints by the same families in the demonstration precinct and as compared with recurrence of complaint rate in the comparison precinct.

3 Changes in total number of homicides in the demonstration precinct and as compared with changes in the comparison precinct.

4 Changes in the number of homicides among relatives in the demonstration precinct and differences in comparison with similar data in the comparison precinct.

5 Changes in total number of assaults in the demonstration precinct and as compared with similar data in the comparison precinct.

6 Changes in the number of assaults among family

* See Appendix B.

members in the demonstration precinct and as contrasted with the comparison precinct.

7 Changes in the number of injuries sustained by patrolmen responding to family disturbance complaints, both within the demonstration precinct and as compared with the comparison precinct.

8 Follow-up visits to determine outcome in families served by the FCIU as compared with families served by the comparison precinct. (As noted before, follow-up visits were precluded by the New York City Police Department's concern for the civil and individual rights of the families visited by the police.)

THE PREPARATORY PHASE

During this phase of the project (May 1, 1967—June 30, 1967) four activities were predominant: A. selection of the 30th Precinct Family Crisis Intervention Unit; B. recruitment and preparation of professional project personnel; C. design and preparation of data collection and operational forms and procedures; D. intensive on-campus training of the FCIU.

SELECTION OF THE FCIU

An early decision was made to staff the experimental program with volunteers. The nature of the experiment indicated the advisability of selecting men with at least three years, but no more than ten years, of service. The minimum assured participation by experienced officers; the maximum would eliminate those men whose seniority might contribute to an inflexible quality. To ensure a satisfactory number from which to select eighteen officers, announcement was made by commanders in each of four precincts comprising the Police Department's Fifth Division, the administrative command of the Upper West Side of Manhattan. Each precinct commander made the initial selection of applicants after giving each man some indication of the nature of the project. The applicants were given to understand that they would be frozen in their FCIU assignment for the duration of the project and that the only tangible reward would be the education they would receive during the course of the project, as well as three college credits from the John Jay College of Criminal Justice of The City University of New York. In addition, advanced students enrolled in the College could receive three additional credits in an advanced social science research seminar.

Final selection was made by Dr. Morton Bard, Project Director, and Dr. Bernard Berkowitz, Project Supervisor. The selection procedure was kept as simple as possible and involved only a brief clinical assessment interview. Psychological tests were not used for two reasons—one, there was considerable doubt that they could reliably discriminate the factors considered important; and, two, their dubious value was far outweighed by their negative effects in possibly convincing the officers that the real intent of the college-based project was to permit psychologists to "psych cops" or otherwise to use them as "guinea pigs."

Forty-two men who volunteered were approved by their commanding officers. Drs. Bard and Berkowitz each interviewed twenty-one applicants in twenty to thirty minute sessions. Each interviewer rated his applicants on a four-point scale in an effort to assess motivation, nature of professional commitment to police work, sensitivity to people and tolerance for behavior deviation, and personal stability.

In view of the ethnic composition of the 30th Precinct area, it was decided to effect an ethnic balance in the Unit and, hence, nine black and nine white officers were selected. It was intended that the men be paired bi-racially in order to enable the investigators to gain some insight into the possible effect of ethnicity on successful family crisis intervention in a largely black inner city community.

SELECTION OF PROJECT STAFF

A. Group Leaders

The project design focused upon the importance of the group discussion leaders in the weekly consultations during the operational phase. Three highly skilled psychologists were recruited: Drs. Selwyn Lederman, Wilson Meaders, and Henry Sindos. Each had considerable formal post-graduate training as individual and group psychotherapists. However, each had extensive experience in non-therapeutic group leadership as well. This combination of therapeutic

as well as non-therapeutic group leadership was regarded as ideal for the achievement of project goals. Therapeutic experience ensured a depth of perception and sensitivity to deeper-lying issues; non-therapeutic leadership experience ensured the flexibility necessary to adapt experience to the specific needs of the project.

Ideally, of course, it would have been best if the group leaders had also had previous experience with policemen; the life of a policeman is among the most unique in today's urban society and is far removed from the world of most mental health professionals. It was assumed that even extensive professional training and experience as psychologists would not be sufficient preparation for effective group leadership of policemen. However, since it proved virtually impossible to recruit psychologists who also had experience with the world of the policeman, Drs. Bard and Berkowitz drew upon their own experience in the New York City Police Department to provide the three group leaders with an initial orientation to the police world. It was regarded as essential that some effort be made to bridge the gap between the largely introspective and thoughtful world of the psychologist and the external and action-oriented world of the policeman. There is some reason to suspect that when collaborative efforts between mental health and law enforcement fail, they do so because insufficient attention is directed toward causing the two disparate worlds to intersect successfully.

B. Summer Psychological Advisors and Research Assistants

Since the FCIU was to begin its operational phase on July 1, 1967, when classes were not in session at the College, graduate student consultants were required to function until the beginning of classes in September. With the onset of the fall semester, the most advanced class of doctoral students in clinical psychology were to be available to provide individual consultations. However, during the summer months' operation, the FCIU would require consultative support, and four graduate students were retained (A. Blum, N. Papouchis, C. Silverstein, and E. Welker), as was a research assistant (L. Goldsmith). All five were provided with an orientation and preparation along with the group leaders. (An unusual feature of the project design called for the group leaders to supervise the individual consultants who were providing consultations to Unit patrolmen in each leader's group. This afforded a unique opportunity for educational feed-back and will be discussed more fully later in this report.)

C. Social Worker

While not exlusively assigned to the project, The Psychological Center's social worker (Mrs. E. Bain) devoted herself almost exclusively to the needs of the project during the preparatory phase. In addition to her own orientation and preparation, she was primarily charged with responsibility for establishing community resource contacts, developing a community resource file for use by the Family Crisis Unit and arranging field trips to health and welfare agencies which were planned for the final week of the intensive training month (June). The social worker discovered extraordinary interest and offers of support by other agencies as she interpreted the project background and aims to them.

D. Recruitment of Personnel for Intensive Training

During the first month of the preparatory phase (May), the intensive training schedule was devised (see Appendic C). Personnel necessary to staff the training program were selected and assigned specific tasks. The original budgetary estimate of $1,000 to cover this aspect of the project proved inadequate and arrangements were made with OLEA to transfer funds from another cateogry to make up the deficit.

Another budgeted item originally projected as critically important in intensive training was to be an experience for the Unit patrolmen in which they were to "learn by doing." Designated as Laboratory Demonstrations, this aspect of training involved the enactment of three short, specially-written plays by professional actors. During May, story conferences took place between the script writer and Drs. Bard and Berkowitz. In addition, there were two rehearsals which were attended by producer, director, writer, Dr. Bard, Dr. Berkowitz, and Mrs. Bain. (This feature of training will be treated more fully later in this report.)

DATA COLLECTION: FORMS AND PROCEDURES

A. Family Disturbance Report

The report to be completed by Unit patrolmen was to be the basic data source of the entire experi-

ment. It was necessary that its design be such that essential information could be readily recorded with clarity and that the form itself should be easy to manage in the field. In addition to the collection of the usual demographic and descriptive data, the form was designed to encourage the patrolmen to report impressions and judgments based upon their professional training. (Appendix A.)

B. Family Car File

In addition to its usefulness as a basic research data source, the Family Disturbance Report was intended to serve an important operational purpose. A card file was permanently installed in the family car to enable Unit patrolmen to have readily available to them reports of all interventions conducted by members of the Unit. The file was designed so that reports were filed according to street address and apartment number. This permitted the patrolmen to determine on being dispatched if there had been a previous intervention in that family, what the circumstances had been, whether or not weapons had been involved, and what action had been taken by the previous intervention team. This procedure had obvious advantages for personnel safety but, in addition, it assured a kind of continuity of service which would otherwise be unavailable to those seeking police aid.

C. Community Resource File

A continuously up-dated and cross-indexed family resource file was instituted as a permanent feature of the family car. Actually in the form of a small loose-leaf binder, it contained references to community agencies with specific agency staff liaison personnel and telephone numbers which would permit specific consultative guidance to the men at the time of the actual intervention if necessary. This feature proved so successful that, at the suggestion of the Unit patrolmen, a personal file has been developed in a form which permits its insertion in each patrolmen's memo or log book.

D. Referral Form

To facilitate referrals, a special form was developed. Designed to be similar to a physician's prescription pad, it was also intended to serve as a "flag" for agencies to which referrals were made. It was hoped that a person applying for service could be quickly identified on intake as having been referred by the FCIU, thus enabling more rapid identification of these cases for statistical follow-up purposes. This intention was somewhat frustrated by the fact that the form was not produced in a sufficiently distinctive color. Since the form was white, agencies complained that they found it difficult to be immediately alerted by it. In any event, the form was believed to have a psychological advantage in that the recipient would tend to regard it as concrete and "official" evidence of the prospect of help by the agency to which he was referred. (Appendix D.)

E. Agency Follow-up Form

This form was intended to facilitate the acquisition of information regarding individuals referred to other agencies. It was designed to be simple and to make minimal demands on overburdened social agencies. The primary goal was to learn whether or not family members were actually making efforts to act upon the officers' suggestions. (Appendix E.)

In the main, results in using the form were not good. It was our impression that despite the best of intentions most agencies assigned the completion of the monthly form a very low priority in the utilization of their own manpower. Hence, forms were not returned, or, if they were, often they were devoid of information. It was difficult to ascertain whether clients were not acting on referral recommendations or whether the agencies were being remiss in responding to the inquiry.

F. Consultation De-briefing Form

This form had a dual purpose: 1) to ensure uniform data collection *in depth,* beyond the limitations imposed by the brief Family Distrubance Report, and 2) to add an element of structure to the individual consultation process. Since there were educational advantages to the students serving as consultants, the de-briefing form served to focus the otherwise free-ranging aspects of the consultation. For both the consultant and the consultee, the form was intended to introduce an element of structure and discipline which had educational significance in the supervisory process. (Appendix F.)

DATA PROCESSING

At the outset of the project, a decision was made to develop a system for rapid information and data retrieval in order to allow for continuous monitoring of

the project. Unfortunately, the system selected (Keydex Information and Data Retrieval System) did not prove useful for this purpose and also proved to be far more complicated and time consuming than had originally been anticipated. In connection with the system a word dictionary of more than 1,300 characteristics was developed. A subsequent decision to prepare data for key punch, key sort and tabulation preparatory to computer analysis required adaptation of the word dictionary for use as a coding device preliminary to key punch and sort (Appendix G). This research aspect of the project will continue and was not a feature of program evaluation.

INTENSIVE TRAINING PROGRAM

As indicated earlier in this report, a basic assumption in this demonstration was that training police as family crisis intervention specialists required two levels of approach: 1) learning selected and highly specific behavioral science content relevant to functions to be performed and 2) gradual modification of personal values and attitudes and a generalized increase in self-understanding to facilitate the sensitive nature of interpersonal intervention to be attempted. Traditional methods of training emphasize the former and usually ignore the latter. However, the nature of this project, with its dangerous potentials for the officers involved, indicated that innovative training procedures were not only desirable but imperative. Interpersonal skills, particularly those to be used in emotionally volatile family conflict situations, cannot be taught successfully by the typically intellectual and cognitive methods employed in the classroom. By the same token, there is ample evidence that deeply held personal biases and value-derived attitudes do not yield to "how-to" manuals which leave the reader uninvolved and, hence, if changed at all, on the intellectual level at best.

The intensive training aspect of the program was intended to provide relevant content but also to prepare the trainees for the on-going and continued self-exploration which was to continue during the operational phase of the program—that is, during the weekly individual and group consultations.

The intensive training period entailed full-time attendance for four weeks by the entire Unit of eighteen selected officers. An hour-by-hour schedule of training activities was distributed to all concerned (Appendix C). The first week was designed largely as an orientation and familiarization period with gradual introduction to the significance of psychological factors underlying observable behavior. Most of the first week's content was intended to be easily related to the world of the policeman and was presented in a lecture context during the mornings. Afternoons were devoted largely to group discussions or workshops. During the afternoon sessions, the officers had their first opportunity to begin working with the group leaders who would be their group consultants through the entire course of the project.

During the second week, the mornings were devoted to content specifically related to "The Family." Again, the afternoons were largely group oriented and quite naturally evidences of openness and group cohesiveness began to be apparent. During the last afternoon of the week, the men were requested to complete sociograms to provide a basis for establishing bi-racial teams. It was intended that assigned pairs would work together as partners for the duration of the project. Also, pairing was accomplished at the end of the second week to enable each pair to practice intervention in the feature of the third week designated as Laboratory Demonstrations. Dr. Bard and Dr. Berkowitz used their own observations of the men, as well as their sociograms, to pair the Unit officers. Of nine pairings made on this basis, there was one refusal. The strong objections of both officers were respected and two different pairings were arranged with no further difficulty.

The third week of intensive training was intended to deal with conflict resolution and specific techniques of intervention. Again, the morning lecture format was used, with continuing opportunity each morning for a "feed-back" session to discuss the material and events of the previous day.

For three afternoons during the third week, all that had been learned up to that point was afforded opportunity for expression in the Family Crisis Laboratory Demonstrations.* These demonstrations proved to be a highlight in the intensive training period. On each of three successive afternoons, specially written family disturbances of about eight minutes' duration each were enacted by professional actors in their entirety three times. Six members of the Unit in uniform were kept in another room as the remaining twelve members of the Unit observed each run-through of the play. At the conclusion of each run-through, two patrolmen who had been paired as partners entered upon the scene as they would in reality and practiced intervention techniques, data collection and referral, if indicated. There were no scripted conclusions to the plays; the actors were instructed to improvise in relation to the behavior of the patrolmen.

* Plays for Living, a division of Family Service Association of America, 44 E. 23rd St., N.Y., N.Y.

The repeated performances permitted the patrolmen in the audience to gain added insight into causative and precipitating factors in the dispute. But, most important, they permitted the officers to witness how the same set of events (by script) could eventuate in entirely different outcomes, depending upon the behavior of the intervening officers. After each intervention, the officers involved retired to a room to confer. After the third run-through had been completed, the first pair of officers was summoned to present to the audience their evaluation of events as they found them on arrival at the scene and to provide a rationale for the approach they took. The actors, in turn, frankly stated their reasons for having improvised as they had—giving all the officers an opportunity to see how often well-intended behavior can have an entirely opposite effect. After the three pairs of officers had made their presentations and had their confrontations with the actors on each day, the actors were dismissed and the entire group of officers, audience and participants, engaged in a general discussion and critique led by a project staff member. In the course of the three afternoons devoted to Laboratory Demonstrations, all nine pairs of patrolmen had an opportunity to "learn by doing" in actual practice interventions with professional actors.

The final week of intensive training was largely concerned with referrals. In order that social agencies be more than an abstraction, field visits were arranged, with the men reporting back to the group as a whole the nature of each field visit. During the final week, there were continued group discussions in the afternoon and an effort at evaluation of the experience.

It was the staff's impression that the officers found most of the training useful, but, as in all educational settings, the impact of the material was often related to the skill of the teacher. It was, therefore, difficult to evaluate the relative importance of different content areas. There was further evidence in support of an old collegiate axiom—"You take the teacher, not the course." In any case, the officers felt that the intensive training had significance for them.

At the conclusion of the project, almost two years later, the consensus among the FCIU officers was similar to the impression of the project staff. There was general agreement that four weeks of intensive training was overly long, that two weeks of training would have served as well. This view is probably a valid one, although it should be noted that the eighteen officers had an attendance record of 100% during the four-week intensive training period, despite a number of minor illnesses during that time.

On the final day of intensive training, a graduation ceremony was held, during which each patrolman was presented with a Certificate of Completion. This document was also intended to be used as evidence of completion for those men who would later seek credit for the course at the John Jay College of Criminal Justice of The City University of New York.

On the evening of the last day of intensive training and after certificates had been awarded, there was a graduation party and, in effect, this was the last time all eighteen would be together. On the following day, July 1, 1967, the Unit became operational and, hence, according to the specially devised duty chart, each group of six men would be working a different tour. The specially created chart also provided for each group of six to be on campus for consultation on a different day of the week.

THE OPERATIONAL PHASE

THE FAMILY CRISIS RADIO MOTOR PATROL

The radio car was the central structural feature of the project's operational phase (7/1/67—5/30/69). In a departure from usual New York City Police Department practice, one 30th Precinct radio car was assigned to the FCIU for use in processing all family disturbances in the precinct. Typically, family disturbances are processed by the cars assigned to the sectors in which they occur. The FCIU car was usually assigned to a specific sector, but was authorized to leave the sector when dispatched on a family disturbance anywhere in the precinct, regardless of the sector in which it occurred.

While this feature of the plan ensured FCIU access to all family difficulties in the study area, it had other objectives as well. For one thing, it aided in the reinforcement of professional identity. That is, *the Unit officers were generalists performing all police functions and not specialists devoted to one function alone.* When not engaged in a family intervention, Unit patrolmen provided the same patrol services as other members of the command. This style of specialization avoids the problem common to all fields—professional rejection of those performing exclusively specialized functions. For example, general physicians often regard psychiatrists as not being "real" doctors, just as policemen often regard the Youth patrolman or community relations officer as not being "real" policemen. Because they were charged with general functions, it appeared that Unit officers were accepted by other members of their command and were aided as well in not becoming confused about the fact that they were, first and foremost, police officers.

It was difficult to devise a duty chart which would enable the FCIU car to be manned by Unit members 24 hours a day. With six of the eighteen men assigned to each tour, theoretically it should have been possible always to have two men in the car. Actually, the specially created chart had to make provision for vacations, days off and on-campus training time. The New York City Police Department, after considerable difficulty, did construct a suitable chart which served quite effectively.

However, absences for illness, vacation, and court appearances necessitated occasional but infrequent use of non-Unit patrolmen to ride with a member of the Unit. On those tours when all six patrolmen were available, two of the men occupied another sector car and functioned as a back-up family car.

The Unit of eighteen patrolmen remained intact for the first year of the project until, unfortunately, one of the Unit members (Ptl. Glover) was suddenly and inexplicably transferred to a special confidential assignment. It was later learned that an administrative oversight had been responsible, and the nature of the assignment made it impossible for Ptl. Glover to be reassigned. A replacement (Ptl. Monroe) was obtained, and he was given an accelerated orientation and assigned to Ptl. Glover's partner (Ptl. Castagna). On-the-job training with Ptl. Castagna, individual consultations, and group meetings saw Ptl. Monroe's rapid integration into the Unit and his subsequent excellent performance.

INDIVIDUAL CONSULTATION

After the summer of 1967, when summer staff performed individual consultative functions, consultations were conducted by advanced doctoral students (3rd year) in the clinical psychology program at The City College. There were nine students in the third-year class during the project's first year, each student serving as consultant for a pair of patrolmen. The consultations, however, were conducted individually, thus affording an opportunity to identify individual differ-

ences in perceptions by each patrolman when they occurred. During the second year of the program (beginning September 1968), when the third-year class had twelve students, six students from two other educational institutions were afforded the opportunity for training in providing consultation to police officers. Three of the students were advanced doctoral students from the clinical psychology program at Teachers College, Columbia University, and three were residents in community psychiatry at The College of Physicians and Surgeons of Columbia University. Thus, with eighteen individual consultants, each Unit officer had an individual consultant during the second year of the project.

The individual consultations were successful from an educational standpoint. Both officers and student-consultants reported distinct advantages in the experience. The students learned how to translate highly complex abstractions about human behavior into practically-oriented terms which could be useful to people called upon to take specific action. The officers, on the other hand, learned how to "think through" and conceptualize about human behavior, thus being enabled to take more effective action.

Our impression that mental health professionals must receive specific consultative training experience early in their careers was confirmed in this project. For the clinical psychology students, it forced self-confrontation on deeply held prejudices and opened to them a world of the psychological "front lines" which would have remained an abstraction at best. For the policemen, it caused some reexamination of attitudes about "intellectuals" and students; it demonstrated, too, the value of thought as well as action.

SUPERVISORY SESSIONS: STUDENT CONSULTANTS

Because the project began between academic years, from June through September 1967 three salaried assistants, students between their second and third years of doctoral training, served as consultants. Since these assistants had also participated in the initial month of on-campus training along with the officers, their orientation to police and police work was unusually facilitated. They benefited from the presentation of material on the role of police in society; particularly telling was their observation of the dramatized family conflict interventions. Their reaction was similar to that of most civilians when they have an opportunity to obesrve police at work. Not only did they have the response, "I had no idea how difficult the policeman's job is"; they also could appreciate more than most laymen what the police function entailed in clinical terms. "A clinician," one of them exclaimed after a dramatization, "would take days of tests and interviews to make the kind of judgment that these guys have to make under pressure, often at the risk of their own skin." This kind of enthusiastic appreciation greatly simplified the supervisory burden with the first three consultants. Also, the month of classroom contact with the officers afforded an opportunity to bridge the cultural and educational gaps between the students and the police before consultations got under way. But this first group of consultants, just as all those who followed, needed to work through in supervision feelings of inadequacy. On the one hand, everyone associated with the project—Director, Supervisor, group leaders and consultants—were awed by the magnitude of the task. Each knew relatively little of police family crisis intervention, and there was such a vast body of behavioral science information to be somehow distilled and brought to bear on the problem. On the other hand, there was the hazard faced by all consultants of being invited to accept the role of authoritative infallibility. Supervisory sessions afforded a weekly opportunity for the consultants to review the working relationships they were building, as they negotiated the middle-ground between "know-it-all" and "what-do-you-know?" During July–September 1967 the three student-consultants, meeting with six patrolmen each, were supervised by the group leader who conducted weekly group sessions with the same six men. Thus the leader was able to gather impressions of the interaction between consultant and consultee from both participants. This rather unusual opportunity made for a rich learning experience for the students and enhanced the service afforded the officers by consultants and leaders. The skepticism the officers may have been expected to feel in this academic environment was largely mitigated by the cohesive effect of the spirit of pioneering and discovery that marked the inception of the project.

For the first full academic year of the project (September 1967—June 1968), the three who had served during the summer were joined as consultants by six more third-year students, each of whom met individually with a pair of officers. Supervision was in groups of three consultants meeting with the group leader of the same six men who were their consultees. The feeling of newness had worn off for the leaders as well as for the three students who had served as consultants during the previous summer. The latter were assigned, as a kind of leavening, to each of the three supervisory groups. However, the six new consultants were handicapped in not having shared the classroom experience

and the shake-down period of the project. Thev were also handicapped in that theirs was an assigned experience in community consultation, whereas the first three consultants had been voluntarily adding to their income and training by summer employment on the project. Concentrated orientation in the fall of 1967 could not quite serve to bring the six new people to the level of the initial three. The fall of 1967 was also the time of the beginning of serious campus disturbances at Berkeley, California, marked by violent encounters between police and students. The consultants, all graduate students, were all vocationally oriented and not militant undergraduates. But the six new consultants had not had sufficient time to overcome their stereotyped and predictable attitudes toward police. Fortunately, the leaders in the supervisory sessions, with the help of the "experienced" consultants, were able to deal with the feelings the news stories evoked in the students. The leaders' task was facilitated in some instances by the officers themselves, who discussed the students' reactions in their group sessions and talked things out with their respective consultants. The patrolmen were afforded an unexpected community relations opportunity and the students received an added educational dividend. Although disturbances continued to sweep campuses in this country and abroad, in some cases coming close to the College, by spring, 1968, close bonds of understanding and respect existed between student-consultants and police-consultees. This relationship was severely tested during the disturbances on the Columbia University campus. Some of the officers of the FCIU were assigned as part of the police detail, and they identified completely with the police point of view. Most of the student-consultants, on the other hand, shared prevailing campus abhorence of police tactics and behavior, although they did not completely endorse what the Columbia students had done. For a while, some of the consultants could not face their consultees, and it appeared the project would be seriously threatened. An intensive round of meetings with the students, and the supervisory sessions, served to resolve the difficulty. Although some of the students had personally witnessed incidents of overreaction, they could be helped to discriminate and individualize, rather than to lump all police in stereotyped fashion. They could appreciate, after their initial emotionally charged reactions, that the police response had been deliberately provoked in order to radicalize student sentiment. The entire experience on the Columbia University campus provided a vivid and sobering example of the unenviable difficulties of dealing with a studied intent to provoke violence. Consultations and good working relationships were resumed.

The group leaders, in the group sessions with the officers and in group supervision with the students, helped make the consultations meaningful and fruitful. At the year-end party which the patrolmen arranged and paid for in honor of the Director and the Supervisor, the warm relationship with the students was evident. One student spoke for many others when she said, "These cops are really hep. I don't know what next year's students will be able to teach them. But the students will get a lot from the cops." The sentiment was not only warm, but also prophetic.

The fall of 1968 presented new problems for supervision which might be summarized as "too many, too late." The third-year doctoral candidates for 1968–69 numbered twelve. This number was supplemented by the three graduate students from Teachers College and the post-doctoral Fellows from Columbia University College of Physicians and Surgeons. The one-to-one ratio of consultants to patrolmen provided individualized and, in the case of the psychiatric Fellows, more highly trained, consultation at a point when it was least needed. The impression of the previous spring, that the officers had more to teach than to learn, was largely borne out. Every new consultant must learn before he can teach, but soonr or later he can expect to be in a position to make a contribution. In the fall and winter of 1968–69, the consultants learned a great deal, and the officers experienced that reinforcement of learning that comes through teaching. The supervisory task was to deal with the feelings of the consultants that they were not making a sufficient contribution, beyond seeing to the systematic collection of data. Their restiveness was a tribute to the degree of training the officers had achieved. But the challenge of the first year was missing.

The arrival of student disturbances at The City College helped make it clear that the consultants were not disaffected with the project or with the police. When The City College SDS chapter turned on the project in search of an issue, in the spring of 1969, many of the student-consultants were indignant. Despite bitter denunciation in the student press, leaflets and picket-lines chanting about "Pigs Off Campus," the militants could not use the project to strike the kind of spark that would enflame any substantial number of undergraduates. In part, this was due to the respect the officers and the project enjoyed on campus. In part, it was due to the spontaneous efforts on the part of the graduate student-consultants. They defended the project and the officers in spirited exchanges and quiet conversations with militants, pickets and those on the fence. Their efforts culminated in a meeting at which the consultants convincingly allayed the fears of those who could be reached

in rational discourse. This event marked the end of the attempt to use the project as an issue, despite later events which paralyzed the College and shut it down. That this group of liberal-intellectual graduate students (the psychiatric Fellows were no longer serving as consultants in the spring semester of 1969) should so actively and effectively defend a police enterprise was due to their first-hand contact with the police officers and to the supervisory group discussions of their relationships with their consultee-teachers.

It is clear that this dual-purpose training program —police and graduate students—benefited significantly from the arrangement that placed group leader and supervisor functions with the same set of persons. In the more routine, but important, aspects of teaching and coordinating, as well as in connection with the crises that befell the project at times, the structure of the project, and the leaders who staffed it, served well. The next section describes the meetings at which the leaders pooled their experiences, resolved their own doubts, and learned together.

GROUP LEADERS' MEETINGS

The group leaders each brought impressive credentials to their task and had the benefit of two months' preparation to orient them to the specifics of the project before it became operational. But the small discussion group has its own "entrance requirements." Particularly in a police setting, the "outsider," no matter how qualified, must patiently earn the right to be counted as "insider." Each of the leaders, though experienced and qualified, was facing new challenges of a sometimes very personal nature. The monthly leaders' meetings, chaired informally by the project Supervisor, and usually attended by the project Director, provided the forum for airing experiences and observations, and for drawing conclusions. The meetings provided an opportunity to take the pulse of the project and keep it on course. The issues and crises of the preceding sections of this chapter were all brought into the leaders' meetings for discussion and clarification. Not all crises and issues could keep for scheduled meetings, but the unpressured periods provided time for reflection on the meaning of the project and its impact and demands on the leaders. The leaders had to face their own hesitations. While their training and experience was in understanding human behavior and finding the underlying causes and meanings, they did not know much about dealing with violence or how police were accustomed to dealing with it. They, therefore, had to admit to themselves and to their groups that they were on unfamiliar ground.

In the group leaders' meetings, the leaders shared their experiences. As one of the leaders (Meaders) described it, a good group meeting is similar to an excellent "bull session." But, before the leader can be privileged to participate in talk of this quality, he must, in a sense, earn the right to become a member of the group. As Meaders puts it in referring to his work with the group in this project, "As a leader in this type of training group, I tended to talk rather freely about my own feelings, about my professional work, and about personal issues that affect my perception of other people." In this manner, the leader could provide a role model of personal openness. This was one of the ways to decrease the apprehension of the members of the group that they were subjects for anlaysis, rather than co-workers who were trying to understand themselves in relation to other people. The leaders had to avoid anything resembling either analytic objectivity or a highly structured student-teacher relationship. By being an active participant who shared his own feelings and experiences with the group, as well as providing information about his own particular area of expertise and knowledge, the leader could hope to encourage an identification with his own curiosity about how the officers could do their work better.

The leaders' meetings discussed the various ways of viewing the leaders' role. If the officers were to be seen as full partners and professionals in their own right, then a highly structured format set out by the leader would be impossible. Otherwise the professions of partnership would be just empty language that would breed distrust. On the other hand, the leader could not be led by the group and abdicate his own professional responsibility. Passivity on the leader's part only served to increase anxiety in the group. Each of the leaders had his own personal style as he carefully found his way between the extremes. The discussions in the leaders' meetings helped clarify these issues.

In addition to demonstrating that they could honestly talk about their own feelings, "show their cards," the group leaders were subjected to varying amounts of "cop talk" that at first was not easy to understand or to accept. Gradually it became clear that some kind of hazing or testing process was taking place. Police are exposed to the seamier aspects of life; the vividness of some descriptions, however, seemed related to their shock value. In the warm weather, the usually unseen pistols became intrusively apparent—and an uncomfortably new experience for the leaders. At times, it seems that the casual display of weaponry and the descriptions of violent encounters (not related to family crises) were intended to impress the leader,

test his courage, and perhaps allude obliquely to the dangers experienced by the police. Some of these behaviors, new and somewhat unsettling to the leaders, are not uncommon in locker-room sessions, and were to be regarded as much as signs of acceptance as of testing. The different leaders reacted in terms of their own personalities, as well as in terms of their theoretical orientation. A variety of styles was evolved, including variations in degrees of structuring and different points on the activity-passivity continuum.

Many meetings were devoted to consideration of the "counter-transference" problem, or how to promote understanding by the officers of attitudes and reactions which facilitate or impair their functioning—without invading their personal preserves. The concept of "the public vs. the private counter-transference" proved useful in guiding the discussions (2). Simply put, the leaders have not attempted to analyze the officers or to explore their personal lives or their histories. Instead, they have attempted to help the officers to understand what they feel, to use the feelings induced in them by others as a source of information about the family and the other person, and to avoid letting their feelings interfere with their understanding and effectiveness (18).

In summary, the group leaders' discussions helped to identify and clarify their own experiences and professional postures; helped define what was occurring in the officers' and the supervisory groups; and provided a forum for considering strategies to deal with emerging situations. Matters of theoretical interest and professional contributions were also considered in this setting.

GROUP SESSIONS

Learning to think psychologically, to read the language of behavior was, perhaps, the major task of the group sessions. The concept of self-esteem is easily grasped as an abstraction, but to see its operation as a precipiator of violent emotions requires repeated reviews of specific manifestations. As one group leader reports:

> These were all men raised and educated in an ethic in which behavior is viewed as either good or bad, and is to be responded to accordingly. In the first month of training, the men were confronted by actors letting them know how they experienced these moralistic attitudes. This was the first time many of them realized the effect of a "right or wrong" attitude on a disputant.
>
> I saw my first objective as training the men to see behavior as being purposive, having a cause or motivation and a comprehensible objective. I attempted to teach the men that emotions have a language of their own where neither right or wrong, or even logic, prevails. . . .
>
> Officer G., at the beginning of the project, felt strong urges to retaliate when cursed. Near the end of the project, he saw that when a father called him a m-f, that was a sign of that man's frustration and feeling of impotence. To retaliate out of the officer's own injured feelings would only serve to make the man feel smaller. Mature, reasonable behavior couldn't be expected from someone who sees himself as so little. Pointing out to the man in a few simple words that the officer could see he was up against a tough situation helped rebuild self-esteem and eventually helped the man to look good before his family. In my opinion, this kind of outcome won the kind of good will for the police that no amount of public relations gimmicks could ever achieve. All of this was achieved through frequent discussions of case material in which the focus was on the meaning of words and behavior, rather than on the goodness or rightness.*

The small group proved to be an ideal setting for such learning, for it provided the "binocular" vision of the professional psychologist and the professional police officer. The officers reporting on an intervention were helped over their blind spots by peer judgments and reactions to a greater extent than by the leader alone. Listening to another officer's report and helping him to deepen his understanding constantly interchanged teaching and learning roles. Interactions between members of the group could sometimes illustrate the material with incomparable vividness and immediacy.

A. The Effects of Psychological Understanding

Police training places great emphasis on respecting the public to be served. The project has helped put this respect on a more knowledgeable basis:

> A major goal of the group process has been to increase the police officers' understanding of their own feelings in dealing with a variety of other people. They have come to recognize that people who seem very different at first are similar to themselves in having similar feelings, needs and concerns to deal with in their lives. . . .
>
> Usually, police officers understandably hate to be called in on family fights because the situations are upsetting emotionally, and because they do not have concepts for understanding what is going on with the family or for coping with their own feelings and responses. Through open discussion in the groups, the officers have learned to know what they are feeling, and to accept it. They have become more comfortable dealing with "upsetting topics," such as sexuality, money, parent-child conflicts, alcoholism and feelings of fear and depression (18).

Until and unless it is experienced, it is difficult to illustrate the subtle interplay between self-knowledge

* Henry Sindos, M.S. Group Leader, Concluding Report, May, 1969.

and the ability to understand others. One of the officers found that he "turned off" and let his partner take over whenever they had to deal with a man who had been drinking. Even if the man was not drunk, he couldn't interest himself in trying to communicate or relate, except in the most perfunctory ways. The effect was one of indifference or contempt, so that the partner's task was made more difficult. During one of the sessions, the other members of the group observed that the officer in question always took the side of the woman in such instances. As he talked about his feelings of irritation with men who had drinking problems, he connected his reaction to a family experience with alcoholism. The experience was not pursued in depth, but it served to illustrate how his personal prejudice had interfered with his effectiveness in family crisis intervention. While he had subscribed to the principle of "impartality," he could not have attained the ability to refrain from taking sides without such group sessions.

The experience of another officer illustrates the technique of using his own responses to help him understand a family situation and help the disputants. An eminently respectable, middle-class father who had succeeded by his own efforts in rising from humble beginnings evoked the antipathy of the officers toward his rebellious teenage daughter. The girl refused to study or go to college, to the dismay of her ambitious, industrious father. She has the ability, and her refusal to apply herslef puzzled the officers. As one of the officers was talking to the father, he experienced a feeling of irritation in himself. The father could not seem to relate to what the officer was saying but kept repeating a catalogue of all he had sacrificed for his daughter. The officer exclaimed that he could understand what the girl might be feeling. Perhaps she, too, wanted to be listened to, to be regarded as a separate person, and not just an extension of the father's ambitious hopes. It was apparently an eye-opening experience for both father and daughter.

B. Preventing Assaults on Police

One of the aims of the project was to reduce injuries to police responding to family disputes. It had been assumed at the outset of training that the patrolman's self-esteem was an important element in his ability to avoid the kind of interchange which leads to violence. The training program, and particularly the group sessions, enhanced the officers' sense of adequacy.

> What they acquired during the course of the project gave them the confidence to sit down and explore complicated interpersonal issues with the feeling that they could orient themselves to what they heard and could structure the information in a way that could make sense to them. This process of making sense out of interpersonal relationships has been significantly heightened for all the men. They have come to acquire some faith in the power of understanding as a means of dealing with potentially explosive situations, and to rely less and less on outbursts of their own feeling and various forms of pressure to effect the outcome of the intervention. . . . Most of the officers came away from the training program feeling that people made more sense than they had realized. They also found out that the officers' understanding of what was going on could be communicated to the disputants. The latter could come to understand some of the emotional causes of their family fights and do something about their relationships with each other.*

The group session restructured the value system of the officers. It has been possible to deal with the "masculine mystique" which has helped make police so malleable at the hands of those who have been interested in provoking violence. Group pressures and sanctions have served to afford recognition to the skillful and effective officer who can "cool" a situation to the point where the the disputants can begin to communicate with each other. The men were encouraged to develop their own style for restructuring the initial perceptions of the disputants toward police. The response repertoire of the officers has been expanded, and their sense of mastery enhanced (5).

These concepts are remarkably consistent with those of Hans Toch:

> Violent men play violent games because their nonviolent repertoire is restricted. . . . Often the role taken by persons representing the controlling authority may trigger the playing out of a game that ends in violence. This role, which emphasizes physical and social distance, minimal communication, and a we-versus-they attitude, makes it all too easy . . . to view them [the authority figures] in terms of preconceived stereotypes, and to justify his behavior in terms of the stereotype. (23, p. 234 *passim*)

Everyone connected with the project kept uppermost in mind the awareness that the officers of the Unit were policemen first and foremost, and they were not to be confused as to their role-identity. In one instance which came to the attention of the project staff, a pair of officers were in an apartment interviewing a family. Someone reported that the teenage friend of one of the family was in the hall with a shotgun. The report proved to be erroneous, but the men went into action with holsters loose.

The men of the Unit appreciated the need to communicate quickly to enraged disputants that they were people as well as policemen and that they regarded

* Wilson E. Meaders, Ph.D. Group Leader, Concluding Report, May, 1969.

the combatants as people. They reported back to the group sessions the ways they used to accomplish these ends. One officer, an inveterate cigar smoker, would at times ask for permission to smoke. Others, depending on the season, would ask for a glass of water or a cup of coffee. Another, noticing a fishing rod in a corner, stunned an enraged husband out of his temper by speaking of his own interest in fishing and asking for advice on likely places and lures.

The group discussions of the language of behavior focused on the visible signs of tension. The men learned to observe posture and muscular tension, throbbing blood vessels, clenched teeth and hands, breathing and pupilary contraction and dilation. One officer described a man seated like a coiled spring, nostrils flaring, eyes darting suspiciously, obviously ready to attack or defend. Very elaborately, the officer also sat down. He put his night stick on the floor, took off his hat, slowly unbuttoned the top of his shirt and loosened his tie. He sighed, shook his head, and without a word gave every sign of being hot and tired. As the suspiciously watching man slowly relaxed, the officer smiled and started to talk in a measured way about the heat and the long flights of steps leading to the apartment. It was an effective demonstration of non-verbal suggestion. The description of the scene in the group session was obviously relished. In the underlying competitive group situation, others contributed accounts of keen observation and effective counter-measures against tension.

C. Interlocking Patterns of Conflict and Intervention

The following excerpt from the concluding report of one of the group leaders shows how the group discussions helped the men to understand more deeply what was meant by "seeing both sides":

> My goal in training the officers was to teach them that fights between people, couples, parents and children, had mutual causes, that their patterns were interlocking, and that in a crisis perhaps they would be even more highlighted. The team of officers coming in could have strong reactions to what was going on but they were not to get personally involved. By personally involved I mean they were to learn how the disputes came about, what each person's part was, how the parts meshed to make the problems worse, and to share this information with the family. On the basis of this information the next step was for the officers to see if the couple could respond to the comments made by the officers about what they had observed. If there was discussion and agreement and the couple came to some understanding of what each was doing, the officers could make suggestions about how the problems could be resolved by the disputants or to get the couple to accept a referral to a social agency. Towards the end of the project, my approach changed to having the officers help the disputants understand the problems and then to get the couples to try to come up with their own solutions rather than the officers' suggesting them to the couple. . . .
>
> By focusing on case material and pointing out that, while each officer might have a different impression of what was going on, each could nevertheless be valid and even complementary and that there was a connection between . . . what they felt and what the families they worked with felt . . . it wasn't a question of good or bad but . . . of different points of view which had to be reconciled. Getting the officers as much as possible away from the concept of "good" and "bad" . . . was the most challenging part of the work. . . .

A list of the steps in most effective interventions would probably read as follows:

1 Prevent violence by separating the disputants.
2 Allow only one person to talk at a time.
3 Take the disputants into separate rooms.
4 Switch officers so that the stories can be checked out.
5 In listening to the stories, try to find out in each case what each individual contributed to the conflict.
6 If one of the disputants holds himself to blame, find out in what ways the other shares the blame.
7 Ask questions so as to get the details as clear as possible.
8 Find out if there has been a previous history of this kind of behavior.
9 See if the history goes back to before the marriage to other relationships or similar relationships in the present.
10 Give each person the opportunity to speak in detail.
11 Bring the couple together to tell their stories to each other. Again, make sure only one person speaks at a time.
12 Point out similarities and discrepancies in the stories.
13 Point out the part that each is playing.
14 Get a reaction from both about what the officers say they see is going on.
15 Ask what the couple plan to do in response to what has transpired and to the officers' reactions. If they seem to understand and say they want to try to work it out, accept it.
16 If you disagree with their response, suggest that they seek other help. If necessary, make the referral.
17 Tell them that if there is another dispute and they see that they are coming close to violence or to repeating the same pattern they should go again for counseling or contact the FCIU.
18 While noting that there will be further difficulties, assure them that if they sit down and talk at least they can come out in the open and try to resolve it.
19 If not in the beginning, then before you leave, make sure that they know your name.*

* Selwyn Lederman, Ph.D. Group Leader. Concluding Report, May, 1969.

AGENCY LIAISON

What appeared at the outset to be one of the most promising features of the project proved to be one of its most consistent frustrations. The officers were delighted to learn of the variety of social resources available in New York City, and they started out making many referrals. The agencies, for their part, seemed to welcome the creation of the FCIU and offered their help. But, despite their unquestioned interest and intentions, the realities of the organization of the family and social welfare enterprise resulted in disappointment and frustration. The agencies are geared to serve the middle-class client who will travel to the office, go through an application process, accept and keep appointments, sometimes after long waiting periods. Their work loads and clerical problems were such that it was impossible to learn with any degree of accuracy how many referrals resulted in visits to the agencies, how many of these received agency services, and what the outcomes were.

In an attempt to find some solution to the frustrating impasse with the agencies, three kinds of liaison efforts were made. After the initial field trips by the officers during the first month of training, the Psychological Center staff social worker (Mrs. Bain) undertook to maintain contact with the agencies. Since the response was not satisfactory, it was thought that a more personalized liaison than the social worker's time would allow might be more fruitful. As a part of their training experience, the student-consultants were each assigned an agency. Finally, the officers themselves were urged to see if their personal requests for information and service would improve agency responsiveness. With minor exceptions, the agencies could not adapt their policies and practices to the demands made on them by the FCIU.

ONE-WAY SCREEN AND GROUP INTERVIEWS

One of the outcomes of the disappointment with agency services was pressure from the officers that The Psychological Center offer direct help to some of the families where the need was acute. Eight families were seen by the Center social worker. In three instances, the group leaders volunteered time to demonstrate family counseling while the officers observed (with client permission) behind the one-way screen. On two occasions, the families preferred the officers to be present at the interview rather than behind the screen. Both arrangments proved instructive to the officers and quite helpful to the families.

HOME VISITS

One of the very early designs for the project provided for home visits by the students to provide service to selected families. Police Department policies modified this aspect of the plan, which would have had the students in the field sharing the work and its hazards with the officers. At that stage when the Center was seeking to pick up the slack left by other agencies, The Psychological Center sent out its social worker and student-consultants when their services were requested by families who could not visit the Center. Three families received help from student-consultants who volunteered to provide home visits over a period of time. This kind of "reaching out" was much appreciated by the officers involved and points the way for new family crisis projects.

SPOKEN SPANISH INTRODUCTION

Another way in which the Center responded to the suggestion of the officers was to organize Spanish language classes. The officers felt they would be somewhat less completely at the mercy of interpreters in dealing with Spanish-speaking residents of the precinct if they had some instruction in the colloquial idiom. In cooperation with the Romance Language Department of The City College (Prof. Taffel), a faculty member (Dr. Ramirez) recruited a corps of undergraduate language majors native to Latin America. These students and their faculty advisor developed a specialized vocabulary of highly idiomatic words and phrases and were able to bring most of the officers to a point of proficiency. The officers were all able to indicate some familiarity with the language as a means of establishing contact. Some reported that they had reached the point where they could elicit all the information needed for the data collection purposes of the project.

The cost of this aspect of the project was not borne by OLEA. Faculty time was contributed by the College and the undergraduate instructors were paid from Federal Work-Study funds. The Vernacular Vocabulary (Appendix H), with pronunciation indicated, useful phrases for police, and other teaching aids, represents a useful by-product of the project.

DISSEMINATION OF INFORMATION

As the project became better known, there was a marked increase of interest in it. Public interest was reflected in the number of hours devoted to mass media reporters by project staff members. Professional

interest was marked by numerous requests for specific information by visitors and observers, as well as by requests that project staff members address professional law enforcement and mental health groups.

A. Mass Media

Early public interest in the project continued virtually unabated throughout its duration. Newspaper and radio coverage was, in the main, thorough and accurate in describing the project. Naturally, each mass media representation resulted in further expressions of interest and the escalation required increasing commitment of time by staff members.

Mass Media

Medium	Date
The New York Times	6/ 4/67
The New York Post	6/ 8/67
The New York Daily News	6/ 9/67
Canadian Broadcasting Co. interview	7/24/67
City University Graduate Newsletter	11/67
The New York Times	2/12/68
The Record, Bergen County, N.J.	4/18/68
Long Island Press (syndicated)	5/12/68
This Week Magazine (syndicated)	5/26/68
The New York Times	5/31/68
National Broadcasting Co. interview	6/ 9/68
The New York Times	7/ 7/68
The New York Times	11/24/68
The New York Times Magazine	11/24/68
The New York Times Magazine	12/15/68
New York Amsterdam News	12/28/68
Toronto (Can.) Star	2/ 1/69
	2/ 3/69

B. Professionals

During the course of the project, there were more than 200 written requests for specific information regarding the project. Most of the requests received were from law enforcement agencies ranging from large urban police departments (Chicago, Los Angeles, Cincinnati, etc.) to small town departments and sheriff's departments. A large number of requests were received from university psychology and sociology departments, community mental health centers, departments of psychiatry of medical schools, and law schools.

In a number of instances, requests were honored for observational visits. Police administrators were most searching in their inquiries as they considered instituting the program in their own areas. It was somewhat surprising that these law enforcement officials were interested in the program even before its results were known. Mental health professionals, on the other hand, appeared struck by the primary preventive mental health implications of the experiment. In addition, most saw in the project a model for meaningful and cooperative engagement between mental health and law enforcement. The interest of legal authorities was primarily motivated by growing concern about certain inadequacies in the system of criminal justice. In each instance the project was of interest because it acknowledged an aspect of law enforcement which exists in some kind of twilight zone in the existing criminal justice system.

Among the more than 25 visitors who came to observe and discuss the project were the directors of training of both the Chicago and New Haven (Ct.) Police Departments, an Inspector of the London (Eng.) Metropolitan Police, noted psychiatrist Dr. Karl Menninger, Raymond Parnas, of the University of Arkansas Law School, and Floyd F. Feeney, of the Center on the Administration of Criminal Justice, University of California at Davis.

Project staff members made more than 75 oral presentations to professional groups locally and throughout the country. The project was described at meetings of the American Psychological Association, the New York State Psychological Association, and the American Orthopsychiatric Association; Michigan State University School of Police Administration and Public Safety, University of Chicago School of Social Service Administration; Columbia University, University of California at Berkeley, Harvard University, Adelphi University, University of Wisconsin, etc. On a number of occasions, patrolmen of the FCIU participated in educational programs as instructors. For example, Patrolmen Bryan and Timmins participated with Drs. Bard and Berkowitz at the Inter-University Forum for Educators in Community Psychiatry, University of Chicago; Patrolmen Ellsworth and Timony, at the Forum at the University of Vermont; Patrolmen Beatty and Halfhide, at New York University Law School. On June 26, 1968, the project hosted a National Institute of Mental Health workshop from the University of Colorado. The group was comprised of leading social and clinical psychologists from eight major universities.

A number of articles describing the project and its implications have appeared in the professional literature or are currently in press:

Bard, M. and Berkowitz, B. Training police as specialists in family crisis intervention. *Community Mental Health Journal* 3(4), 1967, 315–317.

Bard, M. and Berkowitz, B. Family disturbance as a police function. *Law Enforcement Science and Technology II.* (ed. S.I. Cohn). Proceedings of the Second National Symposium on Law Enforcement Science and Technology, Chicago, Illinois: IIT Research Institute, 1968, pp. 565–568.

Bard, M. Extending psychology's impact through existing community institutions. *American Psychologist* 24(6), June 1969, 610–612.

Bard, M. Family intervention police teams as a community mental health resource. *Journal of Criminal Law, Criminology and Police Science* 60(2), 1969, 247–250.

Bard, M. and Berkowitz, B. Community as Laboratory. To be published in the *Proceedings* of the Conference on Psychoanalysis and Community Psychology, Adelphi University, N.Y.

Berkowitz, B. Alternatives to Violence. To be published in the *Proceedings* of the Symposium on Violence and Its Regulation, Amer. Orthopsychiatric Assn., N.Y.

Bard, M. and Berkowitz, B. A community psychology consultation program in police family crisis intervention. To be published in *Int. J. of Social Psychiatry.*

EVALUATION

STATISTICAL FINDINGS

The findings to be presented are, in each instance, those specifically described as evaluative criteria in the original project plan.

Changes in the total number of family disturbance complaints in the demonstration precinct as compared with the comparison precinct.

The 30th Precinct FCIU intervened on 1,388* occasions with 962 families during the project's operational phase. The 24th Precinct (comparison) recorded 492 interventions with 484 families (Table 1). The total number of family disturbances reported by the FCIU of the 30th Precinct is about three times that reported by the regular patrol force of the 24th Precinct. This finding is not consistent with expected incidence. While the population of the 24th Precinct is larger and while regularly reported crime statistics are proportionally similar in both precincts, it is unlikely that the real numbers of family disturbances would be so disparate. Ethnic differences in the two precincts (30th, largely Negro; 24th, largely Puerto Rican) would not appear to explain the lower incidence in the 24th Precinct.

Table 1

Comparison of Differences (X^2)
in Total Family Crisis Interventions
30th Pct. FCIU and Patrol Force 24th Pct.
7/1/67–4/30/69

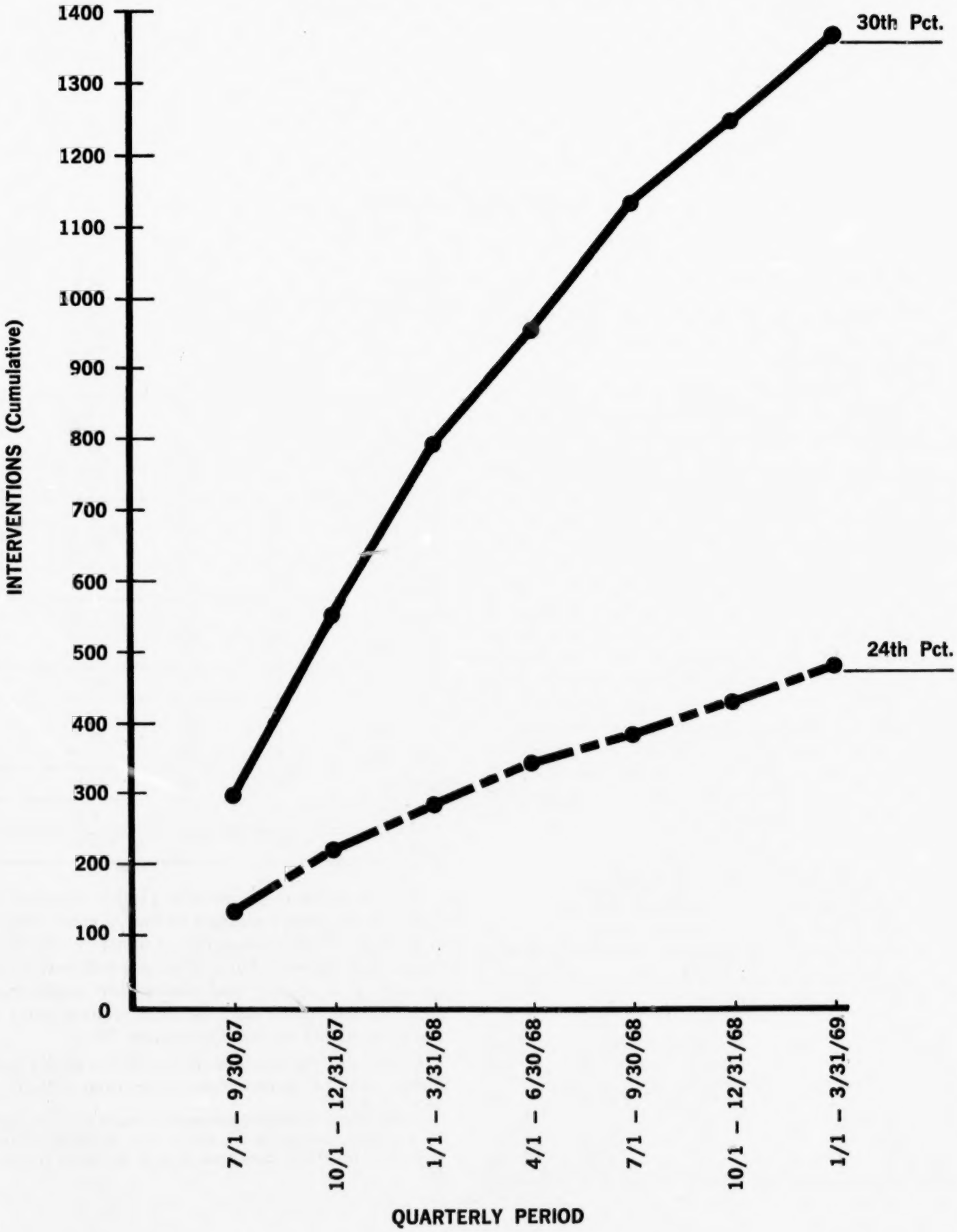
	Total Calls			
Time Period	30th	24th	X^2	p
July 1967	107	63	10.88	.001
Aug 1967	117	44	32.20	.001
Sept 1967	76	30	19.10	.001
Quarter	300	137	60.15	.001
Oct 1967	89	29	29.5	.001
Nov 1967	92	32	28.07	.001
Dec 1967	74	24	24.50	.001
Quarter	255	85	84.0	.001
Jan 1968	83	25	30.1	.001
Feb 1968	82	22	33.47	.001
Mar 1968	75	18	33.72	.001
Quarter	240	65	99.27	.001
Apr 1968	42	15	11.86	.001
May 1968	55	24	16.86	.001
June 1968	65	15	30.01	.001
Quarter	162	54	53.0	.001
July 1968	59	18	20.78	.001
Aug 1968	68	17	29.41	.001
Sept 1968	49	11	22.82	.001
Quarter	176	46	74.96	.001
Oct 1968	37	14	9.49	.01
Nov 1968	43	13	15.02	.001
Dec 1968	33	18	3.84	.05
Quarter	113	45	28.4	.001
Jan 1969	41	20	6.56	.01
Feb 1969	44	11	18.62	.001
Mar 1969	32	18	3.38	n.s.
Quarter	117	49	27.04	.001
Apr 1969	25	11	4.69	.05
Total	1,388	492	426.07	.001

The demonstration precinct (30th) engaged in a significantly greater number of family crisis interventions than did the comparison precinct (24th) during the project ($p = <.001$). This was reflected in each quarter ($p = <.001$) and during each month except March, 1969, when the difference approached a significance of .05 by the Chi-Square Test.

Comparing the two precincts in terms of the cumulative total of interventions over time reflects the

* This figure includes interventions made on 57 occasions by non-FCIU patrolmen but which were recorded and maintained in the FCIU data bank as well as in the family car file.

FIG. A. Total Family Crisis Interventions
30th Pct. and 24th Pct. (7/1/67–3/31/69)



24

Table 2

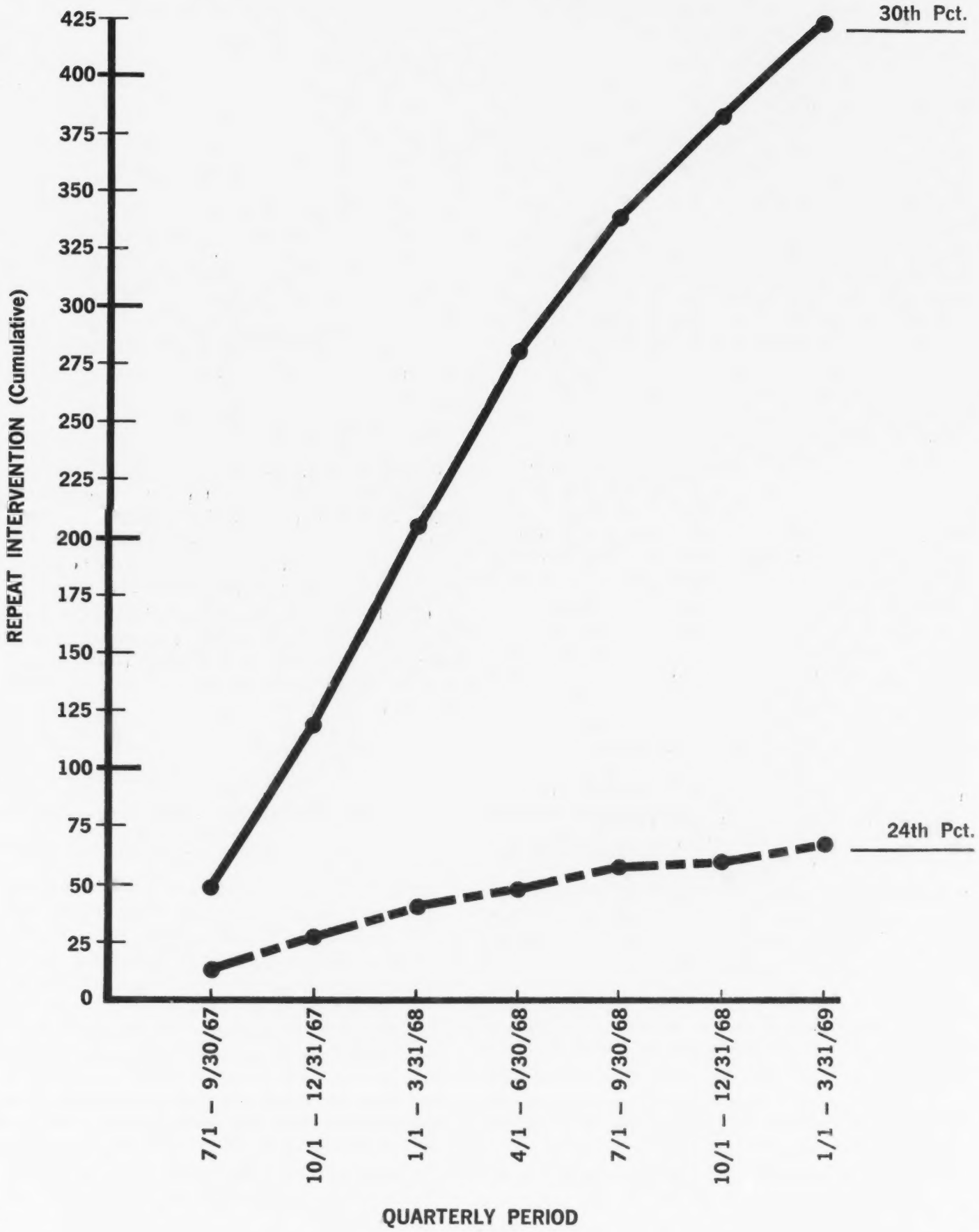
Number and Percentage of Repeat Interventions 30th Pct. FCIU and Patrol Force 24th Pct.
7/1/67–4/30/69

Time Period	Number Repeat Calls				% Repeat Calls			
	30th	24th	X^2	p	30th	24th	X^2	p
July 1967	11	1	6.75	.01	10.3	1.6	4.98	.05
Aug 1967	22	5	9.48	.01	18.8	11.4	1.34	n.s.
Sept 1967	17	6	4.35	.05	22.4	20.0	0.05	n.s.
Quarter	50	12	22.1	.001	16.7	8.8	2.21	n.s.
Oct 1967	18	5	6.26	.05	20.2	17.3	0.1	n.s.
Nov 1967	28	6	12.97	.001	30.4	18.7	2.33	n.s.
Dec 1967	22	4	11.12	.001	29.7	16.7	3.10	n.s.
Quarter	68	15	32.6	.001	26.7	17.6	1.48	n.s.
Jan 1968	25	3	15.75	.001	30.1	12.0	6.95	.01
Feb 1968	29	5	15.56	.001	35.4	22.7	2.36	n.s.
Mar 1968	33	4	21.19	.001	44.0	22.2	6.54	.01
Quarter	87	12	55.3	.001	36.2	18.5	5.10	.05
Apr 1968	18	1	13.47	.001	42.9	6.7	24.98	.001
May 1968	29	5	15.56	.001	52.7	20.8	12.99	.001
June 1968	28	2	20.83	.001	43.1	13.3	14.71	.001
Quarter	75	8	52.48	.001	46.3	14.8	15.2	.001
July 1968	22	2	15.04	.001	37.3	11.1	13.12	.001
Aug 1968	19	3	10.23	.01	27.9	17.6	1.9	n.s.
Sept 1968	16	5	4.76	.05	32.7	45.5	1.78	n.s.
Quarter	57	10	31.58	.001	32.4	21.7	1.74	n.s.
Oct 1968	17	0	15.06	.001	45.9	00	43.92	.001
Nov 1968	1	1	6.75	.01	25.6	7.7	8.57	.01
Dec 1968	16	1	11.53	.001	48.5	5.6	32.45	.001
Quarter	44	2	36.54	.001	38.9	4.4	25.92	.001
Jan 1969	15	3	6.72	.01	36.6	15.0	8.22	.01
Feb 1969	10	0	8.10	.01	22.7	00	20.74	.001
Mar 1969	15	4	5.26	.05	45.6	22.2	7.40	.01
Quarter	40	7	21.79	.001	34.2	14.3	7.36	.01
Apr 1969	5	2	0.57	n.s.	20.0	18.2	0.02	n.s.
Total	426	68	257.99	.001	30.7	13.8	5.68	.05

dramatic difference in both total number of interventions and the rate at which such interventions occurred (Fig. A). In this figure, one can see that the 30th Precinct FCIU made interventions at a consistently greater rate than did the 24th Precinct.

One possible explanation of the difference in totals could be the motivation to record incidents as they occurred. The FCIU obviously had high motivation to record each incident despite the abundance of "paper work" ordinarily required of patrolmen. It may be that the demands of "paper work" on the patrol force of the 24th Precinct resulted in the expedient of not completing a family disturbance report where, in the judgment of the officers, the incident was not sufficiently serious to so require. Although explicit instructions to the regular patrol force of the 24th Precinct required their completion of a report on each family incident, it would appear that the comparison precinct patrolmen established their own "expedience priority system." It is interesting to note that, during a three-month pilot experience in the 30th Precinct, before the onset of the present project, there were 91 family incidents reported. This attests to the common tendency in all police departments to under-report this particular event.

FIG. B. Total Repeat Family Crisis Interventions
30th Pct. and 24th Pct. (7/1/67 – 3/31/69)



Repeated interventions in the demonstration precinct as compared with the recurrence rate in the comparison precinct.

The 30th Precinct FCIU clearly demonstrated consistency in recording repeated interventions with the same families. The FCIU recorded a significantly greater number of repeat cases ($p = <.001$) than did the 24th Precinct during each quarter and throughout the project. While 30.7% of all FCIU interventions (1,388) were repeats, only 13.8% of all 24th Precinct interventions (492) were repeats. The difference in percentages between the two is significant at the .05 level of confidence (Table 2). The difference between the two precincts when their cumulative repeat interventions over time are plotted in graph form is even more dramatic (Fig. B). In this figure one can see that the 30th Precinct FCIU made repeat interventions at a consistently greater rate than the 24th Precinct.

The significantly greater percentage of repeat interventions by the 30th Precinct FCIU probably reflects the greater attention to family disturbance as a police function which was inherent in the project. However, the more rigorous data collection in the 30th Precinct undoubtedly reveals a more nearly accurate estimate of family disturbance as it affects police manpower utilization than has been available through traditional recording practices.

On the other hand, the availability of a more effective police service in this connection may have resulted in greater and more effective community utilization of the FCIU. While the 30th Precinct showed a smaller percentage of "once-only" calls (30th, 75.7%; 24th, 89.4%), the difference was not statistically significant. (Table 3.) However, the *tendency* for the 30th Precinct to have a smaller percentage of "once-only" interventions may be mute testimony to the unreliability of comparison precinct data. That is, if initial cases went unreported and the same families were later visited, they would erroneously be reported as initial cases rather than as repeats. By the same token, the FCIU percentage of repeat interventions would have to be greater as a result of greater accuracy of recording. However, it should be noted that a significantly greater percentage of 30th Precinct repeat interventions could indicate that chronically disordered families may have become better able to utilize the police as an acceptable alternative to violent acting out.

Table 3

Distribution of Family Crisis Interventions
30th Pct. FCIU and Patrol Force 24th Pct.
7/1/67–4/30/69

Percentage of all families seen a total of:	30th Pct.	24th Pct.
1 time	75.7%	89.4%
2 times	16.2	7.3
3 times	3.5	2.3
4 times	1.8	0.5
5 times	1.0	0.2
6 times	0.5	0.2
7 times	0.4	none
8 times	0.2	none
9 times	0.1	none
10 times	0.3	none
11 times	0.2	none
12 times	none	none
13 times	none	none
14 times	none	none
15 times	0.1	none
	100.00%	99.9%

Changes in the total number of homicides in the demonstration precinct as compared with changes in the comparison precinct.

In order to establish some base-line statistics on homicides and assaults, the number of such crimes for the two-year period preceding the demonstration was computed. Total homicides increased considerably (three and one-half times) in the demonstration precinct, while there was a one-third reduction in homicides in the comparison precinct (Table 4).

Clearly, the operation of the FCIU failed to effect any change in overall homicide incidence in the demonstration area. Also, it is difficult to explain the reduction of homicides in the comparison precinct. It should be noted, however, that there has been a general homicide increase city-wide during the period covered by this study.

Table 4

Comparison of Homicides and Assaults
30th Pct. FCIU and Patrol Force 24th Pct.
7/1/67–4/30/69

	30th Pct.		24th Pct.	
	7/1/65–4/30/67	7/1/67–4/30/69	7/1/65–4/30/67	7/1/67–4/30/69
Homicides	12	42	48	32
Family Homicides	1	5	2	2
Assaults	1,837	1,900	2,981	2,719
Family Assaults	n.a.	368	n.a.	506

Changes in the number of homicides among family members in both the demonstration precinct and the comparison precinct.

The number of family homicides increased in the

demonstration precinct and remained constant in the comparison precinct (Table 4), when compared with the period preceding the operational phase of twenty-two months. However, in at least two instances of family homicide in the 30th Precinct, the victim and the perpetrator were not residents of the precinct but were transients at the time of the slaying. More important, too, it should be noted that *not one of the five families had previously been known to the FCIU.*

This finding has at least two possible implications. One, it may be that family homicides are a phenomenon which occurs with such suddenness as to preclude any warning that a fatal outcome is imminent. That is, families who solicit police intervention may, in fact, be less inclined to violent and homicidal acting out than those who do not ask for police intervention. On the other hand, it may be that there would have been an even greater number of family homicides in the 30th Precinct had the FCIU not been available as a resource. Skillful police intervention may have presented families in conflict with an option which served as an alternative to violence.

Changes in total number of assaults in the demonstration precinct as contrasted with assaults in the comparison precinct.

The total number of reported assaults in the demonstration precinct is less than that reported in the comparison precinct over the project period (Table 4). However, as contrasted with the base-line data of the previous twenty-two months, the 30th Precinct shows a slight and non-significant increase in the total number of assaults, while the 24th Precinct shows a decrease in assaults. Changes in rate of reported assaults do not appear to have been affected by the operations of the FCIU.

Changes in family assaults in the demonstration precinct as contrasted with such assaults in the comparison precinct.

No base-line data are available for the twenty-two month period prior to the demonstration project's onset due to the fact that family assaults were not separately recorded during the 1965–67 period.

During the project's duration there were about one-third more family assaults in the comparison precinct than in the demonstration precinct. Family assaults in both precincts comprised about 19.5% of total assaults. Arrests for assault in family disturbances were 2.5% less in the demonstration precinct than in the comparison precinct. The significance of this difference is difficult to interpret, because there is no assurance of uniformity of the data from each precinct. However, there is the suggestion that the FCIU may have maintained a lower arrest rate in family disputes through the use of mediation and referral techniques. This, in turn, may have reduced the burden on the courts of cases wherein, as is commonly found, the complainant ultimately drops the charge. This finding would tend to support questions which have been raised concerning the appropriateness of existing judicial processes in dealing with family conflict.

Changes in the number of injuries to patrolmen responding to family disturbances within the demonstration precinct and in comparison with the comparison precinct.

During the entire period of the demonstration project, *no injuries were sustained by members of the FCIU.* Two members of the regular patrol force of the 30th Precinct and one member of the 24th Precinct patrol force sustained injuries while intervening in family disputes.

This finding is particularly striking in that the FCIU patrolmen had a much greater probability of being injured in view of their greater individual exposure to family disturbance. The absence of injury despite the greater likelihood of injury would have to be attributed to the skill acquired by Unit officers in moderating family disputes. The implications of this finding are profound. The injuries sustained by three *non-FCIU* patrolmen in the 30th and 24th Precincts can be projected for the New York City Police Department as a whole. Although exact numbers are not a matter of public record, there are approximately 30,000 members of the New York department. Estimating the *average* complement of officers in each of 77 precincts at about 200 men, it would appear appropriate to estimate that about 18,000 men might be involved in police duties which include family disputes. Given the validity of these estimates and based upon the experience in this project, a projection of 135 patrolmen injured city-wide in a similar twenty-two month period would not be unrealistic. The absence of injury to the eighteen men of the high-risk FCIU becomes even more significant in light of this projection.

Follow-up visits to determine outcome in families served by the FCIU as compared with families served by the comparison precinct.

As previously noted, follow-up visits were precluded by the concern of the New York City Police Depart-

ment for the civil and individual rights of the families visited by the FCIU.

SUMMARY OF STATISTICAL FINDINGS

The demonstration in Police Family Crisis Intervention was evaluated primarily in relation to a police function as it affects certain categories of crime. Over the life of the project, the demonstration precinct reported a significantly greater number of interventions; there was an inceease in total homicides (significantly) and in total assaults (not significantly); there was an increase in family homicides but there were no homicides in any of the 962 families previously seen by the FCIU; family assaults decreased; and there were no injuries to any officer in the Family Crisis Intervention Unit. In addition to the formal evaluative criteria, there were a number of impressions and observations bearing upon the demonstration project.

OBSERVATIONS AND IMPRESSIONS

A. Implications for the Community

Community acceptance of the FCIU can be inferred in a number of ways. Unit members reported an increasing number of referrals of families by other families previously served. In addition, there has been an increase in the number of families entering the station house to ask for specific Unit patrolmen. The Unit patrolmen reported community acknowledgement of their status by such comments as, "Oh, you must be those special cops."

After a time, it became apparent to the officers that the family radio motor patrol was known in the community; residents apparently learned the family car number. The officers commented on the noticeable absence of "freezing" when the car rolled into a block. The men reported an unusual absence of tension in most instances of interaction with the citizenry. There were any number of personal expressions of interest and support by community leaders and by ministers, educators, etc.

One of the most telling signs of a positive community response to the FCIU was a negative one—that is, in the absence of a reaction. In these times of community organization for action, a program like this one would have been the natural target for attack if the community felt it to be inimical to its interests. The fact that a law enforcement agency was involved makes this an even greater likelihood. However, in no instance did a community organization, regardless of its militancy, object to the service provided by the FCIU. In fact, it is particularly noteworthy that a personal attack on Dr. Bard and the project by The City College Students for a Democratic Society and Youth Against War and Facism failed to rally any community support. There is every reason to believe that this form of tacit community acceptance speaks as loudly as would the most strident expression of opposition.

B. Implications for Law Enforcement

The initial reaction of most policemen to the experiment (including some Unit patrolmen themselves) was one of cynicism and skepticism. The regular patrol force of the 30th Precinct were initially overtly cool to the experiment largely because they saw the Unit as functioning in an exclusively specialized manner which would remove its members from "real" police duties. As the operational phase progressed and the other officers became aware of the generalized patrol functions of the FCIU, there was a noticeable change in attitude, particularly among the younger members of the command. FCIU patrolmen were approached by other officers and queried about what they did and how they did it. Apparently it was the younger officers who showed the greatest interest; more senior policemen tended to minimize the significance of the project throughout.

Police Department statistics give every indication that the basic professional identity of the Unit officers remained intact. One measure of this is to be found in the favorable disciplinary record of the Unit and in the fact that non-family enforcement activity of the FCIU was on a par with other members of the command (e.g., summons enforcement for parking, moving and other violations, arrests for burglaries and robberies, etc.).

Superior officers at the precinct level made repeated references to the high morale of the Unit. It is our impression that increased professional responsibility increased job satisfaction. Mastery of technical skills and the challenge of decision-making responsibility are conducive to high morale in all occupations.

It is our impression also that policemen themselves feel more secure and less defensive generally when they have professional skills equal to the increasing complexities of their role. To lessen the gap between community and the police, law enforcement personnel can generate respect and trust by performing their complex order-maintenance functions in ways that are consistent with the citizens' hopes. It would appear that the FCIU members demonstrated to some extent the viability of such an outlook.

C. Implications for Mental Health

As a community mental health resource, the police are an agency without parallel. In the interlocking network of helping agencies, the police have stood in a unique position in the psychological front lines. By increasing the sensitivity and professional perceptiveness of policemen, an unusual early warning mechanism for identifying psychological and social pathology is made available to the community.

While the intent of this project was to deal with domestic disturbances, the FCIU became a resource for a range of human problems. Their trained ability to discriminate among the problems and their knowledge of the options open to them permitted the officers to move in helpful directions and yet to remain faithful to their basic peace-keeping mission.

In many instances, what appeared on the surface to be a domestic disturbance turned out to be a problem of a very different nature. For example, a husband and wife dispute might have been precipitated by the frustrations and desperation produced by three weeks of the husband's unemployment. Stereotypical management of the dispute might have prevented discerning the underlying cause of the friction in an otherwise good relationship. With such knowledge, patrolmen can foster rational insights in the disputants and, if necessary, make an appropriate and helpful referral. In a sense the patrolmen becomes a "case-identifier," but, even more important, an initial screening or intake professional. And it must be emphasized that this level of performance in no way compromises police authority or responsibility.

An unexpected impression gained from the experience of the FCIU is the wide range of human difficulties which are masked by the designation "family dispute." Health problems, social difficulties, housing problems, and mental illness all came within the purview of the FCIU, yet in each instance the complaint was originally designated as a "family dispute." In a number of instances, for example, the domestic disturbance was a thin veneer for a helpless father's or mother's request that the police act as a father surrogate to regulate the behavior of an adolescent out of control. ("Officer, you talk to her! I can't do a thing with her!")

It became quite clear during the course of the project that police officers are in a unqiue position to identify emotional disorder at its earliest stage. Often summoned to deal with bizarre behavior, they are summoned just as frequently to deal with situations in which subtle behavioral changes may connote an incipient or decompensating mental illness. For example, the ability to detect an agitated depression and deal with it appropriately has far-ranging potentials.

If primary prevention has any validity as a mental health concept, there is no helping agency in a better position to put it to the test than the police. However, it is important to emphasize that by so doing the police need not be identified as psychiatrists or social workers. Indeed, to confuse the professional identity of the policeman would in itself constitute a violation of the concept's validity. The aims of community mental health can be served within the framework of the peace-keeping mission of law enforcement.

Social Agencies as Resources The role of community social and mental health agencies in supporting the efforts of the FCIU is particularly worthy of note. In the early months of the project, the Unit members referred a high percentage of cases to other agencies. Insecurity about their experimental role and unrealistic expectations regarding community agency potentials contributed to this early tendency to excessive referral. However, as the men gained a sense of mastery, they tended to rely on their own mediative skills and to make referrals only when the outside agency could be enlisted to provide a service outside the arbitrator's limited crisis role.

On the other hand, the officers experienced a growing disenchantment with social agencies. Much disappointment was expressed that agencies appeared to be overburdened and seemed unable or unwilling to provide flexible crisis services often required in support of a front-line operational group like the FCIU. On many occasions, the men expressed the wish for a social agency to be available 24 hours a day; one to which they might refer people at any time of the day or night.

The officers of the FCIU were encouraged to exercise their own judgment in the matter of referrals. The preferred outcome of course was one in which resolution of the conflict was brought about through the officers' interevention . . . the theory being that skillful intervention at the height of the crisis is more meaningful than even extensive treatment when the situation has cooled and defenses are again intact. It was impressive, however, that the Unit referred to a wide range of agencies (Table 5), indicating their learned ability to discriminate the special needs of each case.

Over the course of the project, one-quarter of all interventions were processed without referral (Table 5). Of the 74.8% of all the families seen in the project who were referred, 34.8% were referred to Family Court. Indeed, Family Court referrals comprised almost one-half (48.7%; Table 6) of all referrals.

Table 5

Families Referred to Community Resources By the 30th Pct. FCIU
7/1/67–4/30/60

Agency	Number of families referred	Percent of	
		All families served	Families referred only
Cstholic Charities	128	13.3	17.8
Hamilton Grange	43	4.5	6.0
A.A.	14	1.5	1.9
Psychological Center	30	3.1	4.2
Family Court	335	34.8	46.6
S.P.C.C.	2	.2	.3
Criminal Court	2	.2	.3
Civil Court	2	.2	.3
Dept. of Welfare	21	2.2	2.9
Hosp. (physical)	48	5.0	6.7
Hosp. (psychiat.)	9	.9	1.3
Legal Aid	8	.9	1.1
Private physician	6	.6	.8
Other public agency	71	7.4	9.9
Total	719	74.8	100.0

Table 6

Referral Patterns in the 30th Pct. FCIU and the 24th Pct.
7/1/67–4/30/69

Agency	Number of Referrals*				% of All Referrals			
	30th Pct	24th Pct.	X^2	p	30th Pct.	24th Pct.	X^2	p
Cath. Char.	137	0	135.0	.001	17.4	0.0	15.5	.001
Hamilton Grange	43	0	41.0	.001	5.5	0.0	3.7	n.s.
A.A.	20	2	13.1	.001	2.5	0.7	0.2	n.s.
Psych. Cntr.	32	0	30.0	.001	4.1	0.0	2.3	n.s.
Fam. Ct.	383	237	33.9	.001	48.7	88.4	10.9	.001
S.P.C.C.	2	1	0.0	n.s.	00.3	0.4	0.0	n.s.
Crim. Ct.	2	3	0.0	n.s.	00.3	1.1	.03	n.s.
Civil Ct.	2	1	0.0	n.s.	00.3	0.4	0.0	n.s.
Dept. Welfare	21	0	19.0	.001	2.7	0.0	1.07	n.s.
Hosp. (phys.)	48	1	43.2	.001	6.1	0.4	3.4	n.s.
Hosp. (psych.)	9	0	7.1	.01	1.1	0.0	0.0	n.s.
Legal Aid	8	0	6.1	.05	1.0	0.0	0.0	n.s.
Private Lawyer	0	4	2.2	n.s.	0.0	1.5	0.0	n.s.
Private physician	6	2	1.1	n.s.	0.8	0.7	0.7	n.s.
Clergyman	0	1	0.0	n.s.	0.0	0.4	0.0	n.s.
Other pub. agcy.	71	11	43.3	.001	9.2	4.1	1.3	n.s.
Other priv. agcy.	0	5	3.2	n.s.	0.0	1.9	0.0	n.s.
Total	785	267		.001	100	100		

*There was a total of 785 referrals to 719 families in the 30th Precinct by the FCIU. There was a total of 268 referrals to 263 families in the 24th Precinct.

This rate of referral to Family Court may be because Family Court services are extensive (psychiatric, social and family counseling) and the Court's interest in the project ensured a continued and reliable referral resource. Another frequently utilized resource was the local Catholic Charities Family Counseling Unit (17.4% of referrals; Table 6). It was a frequent choice for referral primarily because it is located centrally in the 30th Precinct.

Closer examination of the referral patterning in both precincts reveals additional significant findings (Table 6). Family Court referrals by the 24th Pre-

cinct patrol force was 88.4% of all referrals made. The significantly greater percentage of such referrals by the 24th Precinct may signify less discrimination in the use of the Court. However, the 30th Precinct FCIU made a significantly greater number of referrals to hospitals for both physical and psychiatric reasons and a significantly greater number of referrals ($p = .05$ or better) to at least six other welfare or social agencies.

Given the difficulties mentioned earlier in this report regarding follow-up, it was particularly important to attempt to learn if individuals or families referred actually took action upon the referral. Table 7 presents these data. It is somewhat discouraging to note the large numbers for whom *no information* is available. Except in relatively rare instances, routine inquiries were made each month by form (Appendix E). Either the form was not returned or, if it was, it may have contained no entries. The cooperation of some agencies was clear, most agencies were either unwilling or unable to cooperate.

Our efforts to ascertain outcome in cases referred yielded the data in Table 7. It is important to note that about 20% of all families referred (and about whom we have information) actually did apply for assistance at the agency recommended by the FCIU. It is interesting that these data indicate the greatest likelihood of acting upon the referral occurs when concrete or tangible services are expected of the agency (e.g., hospital or welfare agency) by the applicant. The more abstract or intangible the service offered, the less likely the person is to apply to the agency. This finding is consistent with previous experience in social service.

Table 7

Actions Taken on Referral by Families Served by the 30th Pct. FCIU 7/1/67–4/30/69

Agency	Number of Families Referred	Families Who Applied	Families Who Didn't Apply	No Verification*
Cath. Char.	128	2	3	123
Hamilton Grange	43	7	26	10
A.A.	14	0	8	6
Psych. Center	30	8	22	0
Family Ct.	335	24	190	121
S.P.C.C.	2	0	0	2
Crim. Ct.	2	0	1	1
Civil Ct.	2	1	0	1
Dept. Welfare	21	4	2	15
Hosp. (phys.)	48	12	10	26
Hosp. (psych.)	9	2	2	5
Legal Aid	8	0	0	8
Private physician	6	0	0	6
Other pub. agcy.	71	9	13	49
Total	719	69	277	373
% of 719	100	9.6	38.5	51.9

*In most of these cases, no reply was provided by the agency in response to routine inquiry.

D. Implications for Education

In many ways, the project constituted an experiment in education as well as one in law enforcement and mental health. On the one hand, it attempted to provide technical skills usually associated with the helping professions to a group of police officers whose personal safety has been traditionally thought to be associated with a very different kind of professional identity and personal performance. On the other hand, the project attempted to broaden the scope of professional training for clinical psychologists by exposing them to a world usually alien to them.

Police Education The major educational departure in this project was the rejection of the traditional military training model. Most police instruction is devised to conform to a model in which disciplinary control is overriding and in which technical information is conveyed "by the numbers." Much of the instruction is provided by lecture (with or without audio-visual aids) in conjunction with instructional manuals. The approach is conducive to rote learning for automatized functions; it may well be inimical to functions which require analysis, discrimination, decision-making, and flexibility.

A major assumption in this project was that many of a policeman's functions are service-oriented, and hence learning them should be developed by "educational" means rather than by disciplined "training" methods. The distinction between education and training is nowhere as clear as when one carefully examines the objectives of the program or course involved.

In this project, we eschewed typical and traditional training to some extent. We added new techniques of individual and group interaction with an emphasis upon self-understanding, in order to increase the capacity for flexibility in selecting appropriately from among an increased repertoire of response options. We also assumed that education of this kind could not be accomplished immediately but, rather, that it required reinforcement over time.

The educational program for the FCIU contained elements of the traditional training model and the newer educational model. The intensive training period was essentially concerned with informational

input in an accelerated form. But, even during the intensive training period, the officers were engaged in the early stages of enlarging their cognitive experience through interpersonal experiencing. The subsequent weekly consultations were calculated to permit growth and change over time; to allow for the gradual absorption of knowledge not on an intellectual level alone, but on an inner-experience level as well.

We believe that our approach has been successful. The most telling finding in this connection is in the absence of injury to the officers of the FCIU. Traditional police training leaves the law-enforcement officer unprepared for the subtle complexities of human conflict. His limited response repertoire and his lack of personal insight lead to fear and a rigidity which often prompts inappropriate behavior leading to a tragic outcome. None of the FCIU was injured despite a high probability that they would be, by the very nature of the project. That they were not injured testifies, in some measure, to their successful educational experience and consequent personal and professional growth.

Psychology Education The traditional process by which students of behavior are produced leaves much to be desired. Rooted in disciplined scholarship, much of the method of developing psychologists who specialize in *human* behavior is astonishing in its exclusiveness. A clinical psychologist, for example, may acquire his professional identity having been exposed almost exclusively to laboratories populated by experimental rats or experimental sophomores; or, if his experience has extended beyond the campus, to the sterile and highly disciplined hospital or clinic environment.

There is a growing realization in psychology and elsewhere that "life is with people." The psychological professions have come slowly to understand the importance of altering traditional training procedures to make them more appropriately educational. This approach requires immersion of the professional psychologist in the world of real people who live as real people live. This kind of education requires the enlargement of purely cognitive learning by procedures which enhance self-confrontation and the development of insight. It should ideally increase the range of adaptive alternatives to permit the psychologist to "know" human behavior on an emotional as well as a purely intellectual level.

This project has sought to achieve this kind of enlargement in the education of clinical psychologists. The project afforded an opportunity to learn techniques of consultation by providing consultations to an "atypical" professional colleague. It assured the confrontation with issues of authority often engendered by policemen. More than anything, perhaps, in exposing them to life as it really is, it may have helped our doctoral students to relinquish some of the omnipotence and grandiosity that is often a by-product of training in the helping professions.

It is our impression that the experience in this project provided our psychology doctoral students with a foundation which cannot help but serve them well in the future. In addition, many of them have altered their understanding of law enforcement, being enabled to perceive the myriad and complex professional responsibilities the officer has thrust upon him by society. And, finally, in the process of consulting and interacting, the students were exposed to rich case material from real life—the kind rarely seen in the restricted middle class and highly verbal world from which most students come and with which they are so comfortable. For the foregoing reasons, it was our impression that the project was successful as an educational experience for our doctoral students.

E. Implementation and Institutionalization

The primary problem of institutionalizing the demonstration in family crisis intervention relates to the enormous size of New York City, its complexity, and to the large numbers involved in its policing. The educational and logistical problems associated with extending the approach developed in this project are staggering. Indeed, these problems cannot be minimized when considering the implications inherent in the methods of the project.

Earlier in this report, reference was made to the fact that traditional methods of police training parallel those of the military. Much of this attitude is probably directly traceable to the repeated necessity for rapidly training large numbers for para-military functions. And, as with the military, the attitude prevails that the training function can be effectively discharged only by those who are themselves a part of the system. While understandable, this is an attitude which militates against effective extension of the methods and the approach embodied in this project.

If past experience is any guide, there will be a tendency to legitimatize family crisis intervention as a police function by curriculum insertions in present training programs (recruit and in service) and by developing a "how-to" instructional manual. Such an approach, while both predictable and understandable, represents a rejection of the basic contribution of the present demonstration. What is more, it implies the illusion of change where no change in fact occurs.

Extension of the approach to an aspect of law enforcement developed in this demonstration must be considered in the light of the setting in which the experiment was conducted. As a limited demonstration in a circumscribed area, it may have been regarded as manageable; as a limitless operation in the distant reaches of a vast institution, it may appear mind boggling in complexity. But, regardless of the awesome complications involved, the validity of the demonstration effort can be maintained only if its integrity is preserved.

The approach undertaken in this project demonstrated a viable method for accomplishing collaboration between professionals in law enforcement and in mental health. Usually operating in mutually exclusive isolation, these two groups have, in this project, demonstrated the capacity to collaborate successfully to their mutual advantage and to the advantage of the community as well. For each to retreat to traditional positions of isolation violates one of the most vital aspects of the demonstration. The measure of the demonstration's effectiveness will be reflected in the extent to which such collaboration continues. National and international interest in this project by both professional groups suggests efforts at "action-collaboration" will indeed be carried forward.

Any institution must move with caution in extending an innovative program. When the innovation involves collaboration with those outside the institutional system, past experiences with "outsiders" is a critical determinant in the process of implementation and institutionalization. The police have learned through bitter experience that most "intellectuals" and "do-gooders" fail to understand their problems, that such individuals tend to be critical and fault-finding, and that they frequently fail the most fundamental tests of trust. These reality experiences may stand as a primary barrier in the process of institutionalization.

Whether in relation to large urban centers or to small towns, however, the project has succeeded in highlighting what may well be a most significant but unheralded aspect of law enforcement. Traditional police training and the very organizational structure of most police departments fail to acknowledge or to reward the intricate web of interpersonal services performed by policemen. The necessity for developing organizational means for accomplishing human conflict resolution; the development of a system of incentives and rewards in relation to "order-maintenance" as well as to "enforcement"; the introduction of educational methods appropriate to functions to be performed; and the abandonment of a stance of exclusive isolation are the implicit requirements of institutionalizing the methods of this demonstration.

Finally, in encouraging and providing exceptional cooperation for this experiment, the New York City Police Department evidenced remarkable depth of understanding of the problems of modern law enforcement. The Department's commitment to the program is an expression of its sensitivity to the needs of a changing society. Its willingness to undertake the risks inherent in this project speaks well for its ability to meet the challenges of the future.

CONCLUSIONS

It is our impression that the experimental project in police family crisis intervention demonstrated the following:

1 Sensitive and skillful police intervention in family disturbances may serve to reduce the occurrence of family assaults and family homicides.

2 The presence of trained police specialists in family crisis intervention may have a positive effect upon police-community relations.

3 Personal safety of police officers can be greatly increased through the use of psychologically sophisticated techniques in dealing with highly charged human conflict situations.

4 The professional identity of police officers can remain intact despite their acquisition of the skills and techniques usually associated with the helping professions.

5 Policemen are in an unusual position for early identification of human behavioral pathology and, if trained, can play a critical role in crime prevention and preventive mental health.

6 Police officers can function as generalists and, at the same time, and according to personal capability, can acquire highly specialized capacities within their law enforcement role.

7 Professionals in law enforcement and in psychology can successfully collaborate; each group can realize its primary mission and yet improve its service to the community.

8 Psychological education directed at specific police functions can enhance law enforcement in general and order-maintenance in particular.

It is recommended that:

1 Efforts be made in a variety of settings to replicate the program developed in this project.

2 Attention be given to the refinement of the generalist-specialist model as it applies to the range of interpersonal services policemen are expected to perform.

3 Universities be encouraged to collaborate with law enforcement agencies as a method for greater community involvement and as a means for extending knowledge of human behavior in the laboratory of the real world.

4 Law enforcement agencies acknowledge their communality of interest with both the learned and helping professions and thereby reduce their traditional isolation.

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APPENDIX A

side 1

FAMILY DISTURBANCE REPORT

Please Print
Use Pen

1) Via CB [ ] TS [ ] PU [ ] 2) Time AM [ ] PM [ ] 3) Date _____196__ S M T W Th F S (Circle One)

4) Address_____ Apt._____ 5) Tel. No._____ 6) Pct._____

7) Complainant's Statement (Actual words, if possible):

8) Who is Complainant? Disputant No.____: Child [ ] Neighbor [ ] Other in/out of Household

9) Disputant No. 1—Name_____ 10) Address_____

11) Sex 12) Ethnic Id. 13) Age 14) Birthplace 15) Occupation

16) Disputant No. 2—Name _____ 17) Address_____

18) Sex 19) Ethnic Id. 20) Age 21) Birthplace 22) Occupation

23) Disputants' relationship: Married[ ] Com-Law[ ] Par/child[ ] Sibs[ ] Other_____

24) Others involved_____ 25) Present, not involved_____ 26) Others in home, not involved_____

27) Children: Present [ ] [ ] 28) No. in home [ ] 29) Approx. age range_____ to _____
Yes No

30) Whose are the children? _____

Pct. Serial No._____ Ptl._____ Command_____
(Supplied by C. U.) Time resumed patrol [ ] a.m.____p.m.____

side 2

OFFICER'S EVALUATION

31) What happened IMMEDIATELY before your arrival?

32) What do you think led up to the immediate crisis? (Changes in family patterns?) (Environmental changes, etc?)

33) Impressions of Family: a) How long has this family been together? _____

b) Who is dominant?_____ c) What is the appearance of the house?_____

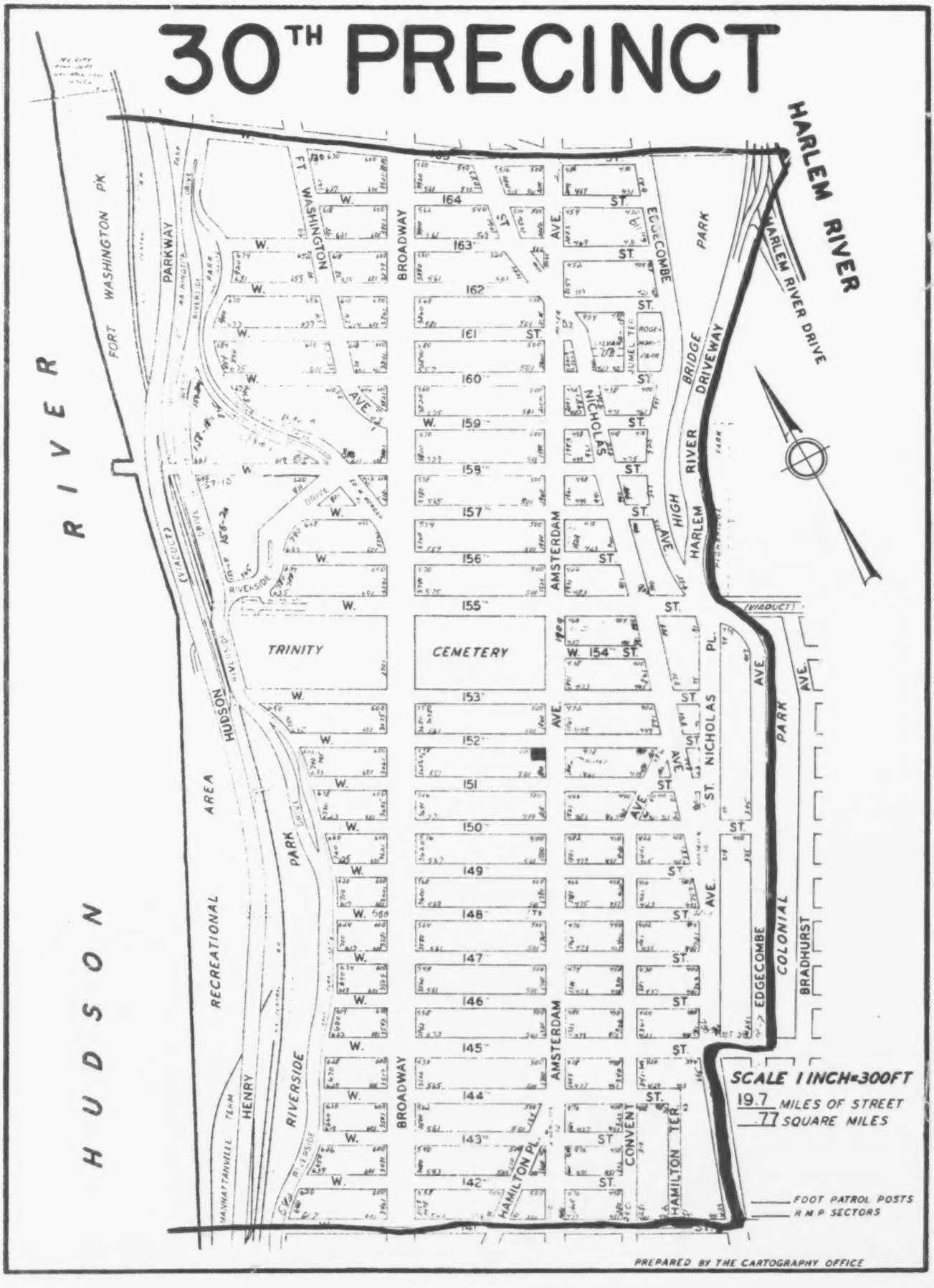
d) Appearance of the individuals?_____ e) Other Impressions:

34) What happened after your arrival? (How did each disputant respond?)

35) How was dispute resolved? Mediation [ ] Referral [ ] Aided [ ] Arrest [ ]

Summarize the crisis situation and its resolution:

APPENDIX B


30TH PRECINCT
HARLEM RIVER
HARLEM RIVER DRIVE
HARLEM RIVER DRIVEWAY
HIGH BRIDGE
PARK
EDGECOMBE AVE.
FT WASHINGTON PK
FORT WASHINGTON AVE.
PARKWAY
BROADWAY
AMSTERDAM AVE.
ST NICHOLAS AVE
ST NICHOLAS PL.
TRINITY CEMETERY
W. 154 ST.
(VIADUCT)
HUDSON RIVER
HUDSON RIVER PARK
RECREATIONAL AREA
RIVERSIDE DRIVE
HENRY HUDSON PARKWAY
RIVERSIDE
HAMILTON PL.
HAMILTON TER.
CONVENT
COLONIAL
BRADHURST
PARK AVE.
SCALE 1 INCH=300FT
19.7 MILES OF STREET
.77 SQUARE MILES
FOOT PATROL POSTS
R M P SECTORS
PREPARED BY THE CARTOGRAPHY OFFICE

APPENDIX C

The City College
of
The City University of New York
Department of Psychology

The Psychological Center and the New York City Police Department

FAMILY CRISIS INTERVENTION UNIT *
TRAINING SCHEDULE

* A project supported in part by Training Grant #157,
Office of Law Enforcement Assistance, U.S. Dept. of Justice

Family Crisis Intervention Unit Training Schedule

Monday, June 5	Tuesday, June 6	Wednesday, June 7	Thursday, June 8	Friday, June 9
8:45-12:00 INITIAL ORIENTATION WITH REMARKS BY: John F. Walsh, First Deputy Commissioner, N.Y.C. Police Dept. Buell G. Gallagher, Ph.D., President The City College Prof. Morton Bard Director, Psychological Center Bernard Berkowitz, Ph.D., Adj. Asst. Prof. of Psychology, The City College	9:00-9:30 FEEDBACK 9:30-10:30 THE POLICE AND THE COMMUNITY Robert J. Mangum Northeast Regional Director, Office of 10:30-11:30 THE POLICE AND CONCEPTS OF MENTAL HEALTH Bernard Locke, Ph.D. Dean of Students John Jay College of Criminal Justice	9:00-9:30 FEEDBACK 9:30-11:00 FAMILY VIOLENCE AS A POLICE PROBLEM Sgt. Bernard Wease Instructor, Police Academy, N.Y.P.D. 11:00-12:30 THE VIOLENT PERSON: ASSESSING RISKS Thomas L. Brayboy, M.D. Asst. Prof. of Psychiatry, N.Y. Medical College	9:00-9:30 FEEDBACK 9:30-11:00 SELF-DESTRUCTIVE ACTING OUT Arthur Arkin, M.D. Staff Psychiatrist Psychological Center 11:00-12:30 CRITICAL INCIDENT STUDY: POLICE & THE DISORDERLY PERSON IN DISPUTES Leo Eilbert, Ph.D. Chairman, Dept. of Beh. Sciences, N.Y. Inst. of Technology	9:00-12:00 SUMMARY and REVIEW Dr. Berkowitz
12:00-1:00 LUNCH	11:30-1:00 LUNCH	12:30-1:30 LUNCH	12:30-1:00 LUNCH	12:00-1:00 LUNCH
1:00-3:00 THE HISTORICAL EVOLUTION OF THE POLICE ROLE IN SOCIETY Prof. Jack Marks Rutgers University	1:00-3:00 WORKSHOP: FORMATIVE INFLUENCES OF EARLY CHILDHOOD Daniel I. Malamud, Ph.D., Adj. Asst. Prof., NYU Div. of Continuing Education	1:30-3:00 FILMS: "Roots of Criminality" "Emotions & Crime"	1:00-3:00 FILMS: "Depression" "Cry for Help"	1:00-5:00 ASSIGNED READINGS
3:00-5:00 DISCUSSION Dr. Berkowitz	3:00-5:00 ASSIGNED READINGS	3:00-5:00 GROUP DISCUSSION Selwyn Lederman, Ph.D. Training Group Leader Psychological Center	3:00-5:00 GROUP DISCUSSION Henry Sindos, M.S.W. Training Group Leader Psychological Center	INDIVIDUAL STUDENT-FACULTY CONFERENCES

Second Week

Family Crisis Intervention Unit Training Schedule

Monday, June 12	Tuesday, June 13	Wednesday, June 14	Thursday, June 15	Friday, June 16
9:00-9:30 FEEDBACK	9:00-9:30 FEEDBACK	9:00-9:30 FEEDBACK	9:00-9:30 FEEDBACK	9:00-11:00
9:30-11:00 FAMILY ORGANIZATION AND INTERACTION Herbert Bernstein District Supervisor Jewish Family Service, Bronx	9:30-11:00 THE DISORDERED FAMILY Hugh Butts, M.D. Associate Director Dept. of Psychiatry Harlem Hospital	9:30-11:00 FRUSTRATION AND AGGRESSION Ferdinand Jones, Ph.D. Chief Psychologist Westchester County Mental Health Board	9:30-11:00 FAMILY COURT AND MARRIAGE Hon. Fiorence Kelley Presiding Justice Family Court	SUMMARY and REVIEW Dr. Bard
11:00-12:30 SOCIAL STATUS AND PSYCHOLOGICAL Barbara Dohrenwend, Ph.D., Asst. Prof. of Psychology The City College	11:00-12:30 PUERTO RICAN FAMILY PATTERNS Ruben Mora, Ph.D. Project Coordinator Psychological Services College Discovery Program, The City College	11:00-12:30 MARRIAGE & FAMILY AMONG NEGROES Dr. Brayboy	11:00-12:30 DISCUSSION Dr. Berkowitz	11:00-12:30 FAMILY AND THE LAW Mary B. Tarcher, LL.B. Asst. Attorney in Charge, Legal Aid Society
12:30-1:30 LUNCH	12:30-1:00 LUNCH	12:30-1:00 LUNCH	12:30-1:30 LUNCH	12:00-1:00 LUNCH
1:30-3:00 WORKSHOP: FAMILY VALUES Dr. Malamud	1:00-3:00 FILM: "El Barrio"	1:00-3:00 FILM: "Marked for Failure"	1:30-3:00 APPEARANCE AND REALITY IN FAMILY CONFLICT Gerald Bauman, Ph.D. Dir. Psychological Services, Lincoln Hosp.	1:00-5:00 ASSIGNED READINGS
3:00-5:00 ASSIGNED READINGS GROUP DISCUSSION Dr. Lederman	3:00-5:00 ASSIGNED READINGS	3:00-5:00 ASSIGNED READINGS GROUP DISCUSSION Mr. Sindos	3:00-5:00 ASSIGNED READINGS GROUP DISCUSSION Wilson E. Meaders, Ph.D. Training Group Leader Psychological Center	INDIVIDUAL FACULTY-STUDENT CONFERENCES

Third Week

Family Crisis Intervention Unit Training Schedule

Monday, June 19	Tuesday, June 20	Wednesday, June 21	Thursday, June 22	Friday, June 23
9:00-9:30 FEEDBACK	9:00-9:30 FEEDBACK	9:00-9:30 FEEDBACK	9:00-9:30 FEEDBACK	9:00-9:30 FEEDBACK
9:30-11:00	9:30-11:00	9:30-12:00	9:30-11:00	9:30-10:30
FAMILY CRISIS INTERVENTION	CULTURE AND MARITAL STYLES	TECHNIQUES OF INTERVENTION IN MARITAL CONFLICT	ALCOHOLISM AND THE MARITAL RELATIONSHIP	POLICEMEN UNDER STRESS
Andrew Ferber, M.D. Director, Family Study Section, Bronx State Hosp.	Mirra Komarovsky, Ph.D. Prof. and Chmn., Dept. of Sociology Barnard College	Yvon Masters, M.S.W. Psychiatric Social Worker, Family Treatment Unit, Dept. of Psychiatry, N.Y. Med. College, Metropolitan Hospital Center	Ruth Fox, M.D. Medical Director National Council on Alcoholism	Steven McCoy, M.D. Chief Surgeon N.Y. Police Dept.
				10:30-11:30
				THE POLICEMAN'S VALUES Dr. Arthur Niederhoffer John Jay College
11:00-12:30	11:00-12:30	Ruth Miles, A.C.W.S. Partial Hospitalization Center, Metropolitan Community Mental Health Center	11:00-12:30	11:30-12:30
CONFLICT RESOLUTION	TECHNIQUES OF EMERGENCY INTERVENTION		NARCOTICS ADDICTION	GROUP DISCUSSION
Harvey Hornstein, Ph.D. Asst. Prof. of Psychology, Teachers College, Columbia University	Leonard Small, Ph.D. Consulting Psychologist Altro Health and Rehabilitation Services		Charles Winick, Ph.D. Prof. of Sociology The City College	Drs. Bard & Berkowitz Film: "Under Pressure"
12:30-1:30 LUNCH	12:30-1:30 LUNCH	12:00-1:30 LUNCH	12:30-1:30 LUNCH	12:30-1:30 LUNCH
1:30-3:00	1:30-5:00	1:30-5:00	1:30-5:00	1:30-3:00
WORKSHOP: TYPICAL FAMILY CRISES	LABORATORY DEMONSTRATION	LABORATORY DEMONSTRATION	LABORATORY DEMONSTRATION	SUMMARY & REVIEW
Dr. Berkowitz GROUP DISCUSSION	GROUP DISCUSSION Dr. Lederman	GROUP DISCUSSION Dr. Meaders	GROUP DISCUSSION Mr. Sindos	Drs. Bard & Berkowitz
3:00-5:00				3:00-5:00
ASSIGNED READINGS				ASSIGNED READINGS INDIVIDUAL FACULTY-STUDENT CONFERENCES

Fourth Week

Family Crisis Intervention Unit Training Schedule

Monday, June 26	Tuesday, June 27	Wednesday, June 28	Thursday, June 29	Friday, June 30
9:00-9:30 FEEDBACK	9:00-9:30 FEEDBACK	9:00-11:00	9:00-9:30 FEEDBACK	9:00-11:00
9:30-11:30	9:30-11:30	DEBRIEFING ON FIELD TRIPS	9:30-11:00	DEBRIEFING ON FIELD TRIPS
THE MULTI-PROBLEM FAMILY	DEPARTMENT OF WELFARE		THE FAMILY AGENCY	REPORTS
Mrs. Jane W. Robinson Director, Interdepartmental Neighborhood Service Center	Mrs. Phyllis Simmons Bureau of Public Assistance		John Hughes, M.S.W. Asst. Supervisor Family Services Catholic Charities	
		11:00-12:30	11:00-12:00	11:00-12:00
		THE FAMILY OFFENSE COURT AS A REFERRAL SOURCE	HARLEM HOSPITAL AS A REFERRAL SOURCE	POLICEMAN AS PHILOSOPHER, GUIDE & FRIEND
		Max Pawl, Principal Probation Officer Family Offense Term	Maurice V. Russell, Ed.D., Director of Social Service, Harlem Hosp. Center; and Asst. Prof. of Social Work, Col. Univ. Sch. of Social Work	Elaine Cumming, Ph.D. N.Y. State Dept. of Mental Hygiene, Albany
11:30-1:00 LUNCH	11:30-1:00 LUNCH	12:30-1:30 LUNCH	12:00-1:00 LUNCH	12:30-1:00 LUNCH
1:00-3:00	1:00-5:00 1:30-3:00	1:00-5:00	1:00-5:00	
HOW TO INTERVIEW	FIELD TRIPS	EMPLOYMENT & TRAINING RESOURCES: A KEY TO SELF-ESTEEM	FIELD TRIPS	FINAL SUMMARY & OVERVIEW
Prof. A. Tricomi Fordham University	Eugenia Bain, MSW Staff Social Worker Psychological Center	Cecil Forster, Ph.D. Assoc. Prof. of Psychiatry, N.Y. Medical College	Mrs. Bain	REVIEW AND PREPARATION FOR OPERATIONAL PHASE
3:00-5:00		3:00-5:00		
GROUP DISCUSSION		GROUP DISCUSSION		

FAMILY CRISIS INTERVENTION UNIT

ASSIGNED READING

Week I: **Orientation**

Cumming, Elaine, Cumming, Ian, and Edell, Laura. "Policeman as Philosopher, Guide and Friend," **Social Problems,** Vol. 12, Winter 1965, 276–286.

Matthews, Robert A. and Rowland, Loyd W. **How to Recognize and Handle Abnormal People.** Natl. Assn. for Mental Health, Inc., N.Y., N.Y.

Ch. 1 How to tell when a person is mentally ill

Ch. 2 How to handle a disturbed or violent person

Ch. 3 How to handle a depressed person

Supplementary Reading

Wolfgang, Marvin E. **Patterns in Criminal Homicide.** Univ. of Pennsylvania Science Editions, 1966.

Stergel, Erwin. **Suicide and Attempted Suicide.** Pelican Books.

ASSIGNED READING

Week III:

Peck, Harris B. and Kaplan, Seymour R. "Crisis Theory and Therapeutic Change in Small Groups: Some Implications for Community Mental Health Programs," **Int. J. of Group Psychotherapy,** XVI (2), April 1966, 135–149.

Ogg, Elizabeth. **Psychotherapy--A Helping Process.** Public Affairs Pamphlet No. 329. Public Affairs Committee, 1962.

Hall, Edward T. **Silent Language.** Fawcett.

Supplementary Reading

Epstein, Charlotte. **Intergroup Relations for Police Officers.** Baltimore: Williams & Wilkins, 1962.

Parad, Howard J. (ed.) **Crisis Intervention: Selected Readings,** 1965.

ASSIGNED READING

Week IV

Public Affairs Pamphlets:

#250: Mace, David R. **What Makes a Marriage Happy?**

#356: Thorman, George. **Family Therapy.**

Supplementary Reading

HANA Directory of Social Welfare and Health Services.

Pettigrew, Thomas. **A Profile of the Negro Americans.** Van Nostrand, 1964.

Public Affairs Pamphlets:

#FL397: **Sexual Adjustment in Marriage.**

#FL380: **Divorce.**

#FL113: **Building Your Marriage.**

#FL157: **Making the Grade as Dad.**

APPENDIX D

FAMILY UNIT
30th Pct.

Date:

To:

Agency _____

Address _____

Telephone: _____

This will introduce:

Mr.(s) _____

Address _____

who has expressed interest in learning about the services offered by your agency.

Ptl. _____

APPENDIX E

The Psychological Center
The City College
The City University of New York
Police Family Crisis Intervention Unit

REFERRAL FOLLOW-UP

Referred On	Name	Address	Did This Family Apply	If so, Date	Which Family Member Applied	Your Disposition On Intake	Current Status

APPENDIX F

The City College

The City University of New York

Department of Psychology

The Psychological Center

Police Family Crisis Unit

CONSULTATION DEBRIEFING FORM

Disputants: Disputants' Relationship:

Date of Dispute:

Officers:

Consultant:

1. *Precipitating circumstances:* What circumstances led up to and caused current dispute? (Why did the dispute occur now?) What is the nature of the conflict? History of the problem, if available.

2. *Previous patterns of violence:* If the cause of dispute is violence, when and how often did it happen before? Under what circumstances did it occur? If no current violence, has there been any in the past? What is the nature of the violence, i.e slap across the face, beating with the fists?

3. *Relevant social unit:* Who are the members of the social unit involved in the dispute? What is the nature of the relationship between the various members of the group? What is the history of the relationship between the disputants? Are there significant outside influences not living in the immediate household, i.e., father, mother, etc.? Are there children or third parties in the household? What is their perception of the situation?

4. *Officers' approach:* How did the policemen approach the disputants? What techniques of intervention did they employ? Were they authoritarian, gentle, sympathetic, etc.? We are trying to determine what kinds of cues the teams are responding to. We would also like to know what particular approaches are most effective with particular types of situations. Since it is difficult for the police to verbalize just why they respond to certain situations the way they do, the consultants must try to help them as much as possible in this regard.

5. *Disputants' response:* How did the disputants respond to the intervention? Favorably, unfavorably? If excited initially, did they calm down or remain the same? If they were excited initially, did they flare up again after being calmed down? What was their personal response to the police? Were they satisfied with the way the police handled the problem?

6. *Alternative approaches:* In this category are all the possible ways the policeman would have handled the case differently. Very often, after thinking about a case and discussing it with someone, they decide that a case might have been handled differently. Indicate also the rationale for the different approach.

7. *Difficult or novel aspects:* Was there any particularly difficult aspect to this case, i.e. did the disputant refuse to talk to either policeman? Was there anything novel that is worth noting?

8. *Dynamic formulation:* What psychological dimensions did the policeman think were contributing to the present difficulty? This is a good place for conjecture on the part of the police.

9. *Topics for discussion:* Topics which are worthy of group discussion should be referred to T-group leader or individually handled by the consultant, i.e. psychological manifestations of senility.

APPENDIX G

FAMILY CRISIS INTERVENTION STUDY

Names_____ Case #_____

_____ Coded on Keydex_____

SOURCE OF INFORMATION (VIA)

[1] CB
[2] TS
[3] PU
[4] SH

TOUR OF DUTY

[5] 12:00 midnight – 8:00 a.m.
[6] 8:00 a.m. – 4:00 p.m.
[7] 4:00 p.m. – 12:00 midnight

TIME OF DISTURBANCE

[8] midnight – 12:59 a.m.
[9] 1:00 a.m. – 1:59 a.m.
[10] 2:00 a.m. – 2:59 a.m.
[11] 3:00 a.m. – 3:59 a.m.
[12] 4:00 a.m. – 4:59 a.m.
[13] 5:00 a.m. – 5:59 a.m.
[14] 6:00 a.m. – 6:59 a.m.
[15] 7:00 a.m. – 7:59 a.m.
[16] 8:00 a.m. – 8:59 a.m.
[17] 9:00 a.m. – 9:59 a.m.
[18] 10:00 a.m. – 10:59 a.m.
[19] 11:00 a.m. – 11:59 a.m.
[20] 12:00 noon – 12:59 p.m.
[21] 1:00 p.m. – 1:59 p.m.
[22] 2:00 p.m. – 2:59 p.m.
[23] 3:00 p.m. – 3:59 p.m.
[24] 4:00 p.m. – 4:59 p.m.
[25] 5:00 p.m. – 5:59 p.m.
[26] 6:00 p.m. – 6:59 p.m.
[27] 7:00 p.m. – 7:59 p.m.
[28] 8:00 p.m. – 8:59 p.m.
[29] 9:00 p.m. – 9:59 p.m.
[30] 10:00 p.m. – 10:59 p.m.
[31] 11:00 p.m. – 11:59 p.m.

DATE OF DISTURANCE (MONTH)

[32] January
[33] February
[34] March
[35] April
[36] May
[37] June
[38] July
[39] August
[40] September
[41] October
[42] November
[43] December

DATE OF DISTURBANCE (DAY OF MONTH)

[44] 1
[45] 2
[46] 3
[47] 4
[48] 5
[49] 6
[50] 7
[51] 8
[52] 9
[53] 10
[54] 11
[55] 12
[56] 13
[57] 14
[58] 15
[59] 16
[60] 17
[61] 18
[62] 19
[63] 20
[64] 21
[65] 22
[66] 23
[67] 24
[68] 25
[69] 26
[70] 27
[71] 28
[72] 29
[73] 30
[74] 31

DATE OF DISTURBANCE

DAY OF WEEK

[75] Sunday
[76] Monday
[77] Tuesday
[78] Wednesday
[79] Thursday
[80] Friday
[81] Saturday

YEAR

[82] 1967
[83] 1968
[84] 1969

PRECINCT

[85] 30 (experimental)
[86] 24 (control)
[87] 26 (out of command)
[88] 34 (out of command)
[89] other precinct (out of command)

Names_____ Case #_____

PLACE OF OCCURRENCE OF DISPUTE	PLACE OF POLICE INTERVIEW REGARDING DISPUTE	
[90]	[98]	Home or apts. of disputant(s)
[91]	[99]	Home or apt. of other than disputant(s)
[92]	[100]	Street
[93]	[101]	Restaurant or bar
[94]	[102]	Public facility (park, stadium, etc.)
[95]	[103]	Station house
[96]	[104]	Other
[97]	[105]	Information not available

COMPLAINANT'S STATEMENT

Behavior of Disp. #1	Behavior of Disp. #2	
[106]	[141]	Physical violence
[107]	[142]	Threats of physical violence
[108]	[143]	Drunkenness
[109]	[144]	Drug addiction
[110]	[145]	Infidelity
[111]	[146]	Gambling
[112]	[147]	Promiscuity
[113]	[148]	Homosexuality
[114]	[149]	Refusal to admit complainant to house/apt.
[115]	[150]	Refusal to allow complainant to leave house/apt.
[116]	[151]	Refusal to allow complainant to remove child/children from home
[117]	[153]	Refusal to allow complainant to remove possessions from apt./house
[118]	[154]	Refusal to enter house/apt.
[119]	[155]	Refusal to leave house/apt.
[120]	[156]	Removing child/children from house/apt.
[121]	[157]	Removing possessions, personal belongings from home
[122]	[158]	Removing complainant's belongings from house/apt.
[123]	[159]	Violation of order of protection
[124]	[160]	Annoying, bothersome behavior
[125]	[161]	Passivity: neglecting complainant, not taking c. out socially, not helping with household chores, etc.
[126]	[162]	Spending too little time at home
[127]	[163]	Making sexual advances toward complainant
[128]	[164]	Unresponsive to comp. sexual advances
[129]	[165]	Neglecting or improperly caring for children
[130]	[166]	Non-support; not enough support
[131]	[167]	Money problem other than non-support
[132]	[168]	Physical illness
[133]	[169]	Mental illness

Names_____ Case #_____

COMPLAINANT'S STATEMENT (cont'd.)

[134]	[170]	Argumentativeness
[135]	[171]	Dispute over property or money
[136]	[172]	Wants man to marry pregnant woman
[137]	[173]	Rebellious, uncontrollable behavior of child
[138]	[174]	Assault with weapon
[139]	[175]	Forcible entry
[140]	[176]	Glue sniffing, etc.

Request that Disp. #1	Request that Disp. #2	
[177]	[185]	Be told/made to stop behaving in manner complained of
[178]	[186]	Be hospitalized for physical illness
[179]	[187]	Be hospitalized for mental illness
[180]	[188]	Be committed to narcotics center
[181]	[189]	Be treated for alcoholism
[182]	[190]	Be arrested
[183]	[191]	Be made to leave house or apartment
[184]	[192]	Be made to return child to house or apartment

Request that police:

[193]	Accompany complainant to remedy grievance/fulfill above request
[194]	Trace missing individual(s)
[195]	Give advice, mediate, talk with disputant(s) or subject of dispute
[196]	Correct behavior by physical means
[197]	Give aid and assistance in emergency situation
[198]	Just listen to complainant, serve as sounding-board

Other:

[201]	Feeling of existential despair
[202]	No complaint, police just passing by
[203]	Information not available

Names_____ Case #_____

IDENTITY OF COMPLAINANT	IDENTITY OF FIRST DISPUTANT	IDENTITY OF SECOND DISPUTANT	
			Female
[209]	[257]	[305]	Wife
[210]	[258]	[306]	Ex-wife
[211]	[259]	[307]	Common law wife
[212]	[260]	[308]	Ex-common law wife
[213]	[261]	[309]	Girlfriend
[214]	[262]	[310]	Mother
[215]	[263]	[311]	Mother-in-law
[216]	[264]	[312]	Grandmother
[217]	[265]	[313]	Daughter of this union
[218]	[266]	[314]	Daughter not of this union
[219]	[267]	[315]	Sister
[220]	[268]	[316]	Step-sister
[221]	[269]	[317]	Half-sister
[222]	[270]	[318]	Sister-in-law
[223]	[271]	[319]	Daughter-in-law
[224]	[272]	[320]	Granddaughter
[225]	[273]	[321]	Aunt
[226]	[274]	[322]	Niece
[227]	[275]	[323]	Cousin
[228]	[276]	[324]	Friend
[229]	[277]	[325]	Neighbor
[230]	[278]	[326]	Boarder
[231]	[279]	[327]	Employee
			Male
[232]	[280]	[328]	Husband
[233]	[281]	[329]	Ex-husband
[234]	[282]	[330]	Common law husband
[235]	[283]	[331]	Ex-common law husband
[236]	[284]	[332]	Boyfriend
[237]	[285]	[333]	Father
[238]	[286]	[334]	Father-in-law
[239]	[287]	[335]	Grandfather
[240]	[288]	[336]	Son of this union
[241]	[289]	[337]	Son not of this union
[242]	[290]	[338]	Brother
[243]	[291]	[339]	Step-brother
[244]	[292]	[340]	Half-brother
[245]	[293]	[341]	Brother-in-law
[246]	[294]	[342]	Son-in-law
[247]	[295]	[343]	Grandson
[248]	[296]	[344]	Uncle
[249]	[297]	[345]	Nephew
[250]	[298]	[346]	Cousin
[251]	[299]	[347]	Friend
[252]	[300]	[348]	Neighbor
[253]	[301]	[349]	Boarder
[254]	[302]	[350]	Employee
[255]	[303]	[351]	Public Agency
[256]	[304]	[352]	Private Agency

Names_____ Case #_____

ETHNIC IDENTIFICATION

Disp. #1	Disp. #2	
[353]	[360]	Caucasian
[354]	[361]	Negro
[355]	[362]	Puerto Rican
[356]	[363]	Latin American
[357]	[364]	Oriental
[358]	[365]	Other
[359]	[366]	Information not available

AGE

Disp. #1	Disp. #2	
[367]	[379]	Under 15 years
[368]	[380]	15–19
[369]	[381]	20–24
[370]	[382]	25–29
[371]	[383]	30–34
[372]	[384]	35–39
[373]	[385]	40–44
[374]	[386]	45–49
[375]	[387]	50–54
[376]	[388]	55–59
[377]	[389]	60 yrs. and above
[378]	[390]	Information not available

BIRTHPLACE

Disp. #1	Disp. #2	
[391]	[408]	New York City
[392]	[409]	New York State other than N.Y.C.
[393]	[410]	Northeastern states other than N.Y. State
[394]	[411]	Southern states
[395]	[412]	Mid-western states
[396]	[413]	Western states
[397]	[414]	Puerto Rico
[398]	[415]	West Indies
[399]	[416]	Cuba
[400]	[417]	Dominican Republic
[401]	[418]	Central America
[402]	[419]	South America
[403]	[420]	Europe
[404]	[421]	Africa
[405]	[422]	Asia
[406]	[423]	Other
[407]	[424]	Information not available

Names_____ Case #_____

LENGTH OF RESIDENCE IN N.Y.C.

Disp. #1	Disp. #2	
[425]	[429]	Under 1 year
[426]	[430]	1–3 years
[427]	[431]	Over 3 years
[428]	[432]	Information not available

OCCUPATION

Disp. #1	Disp. #2	
		White-collar
[433]	[450]	Professional, technical, kindred, clergy
[434]	[451]	Manager, official, proprietor
[435]	[452]	Clerical, kindred worker
[436]	[453]	Sales worker
		Government employee
[437]	[454]	Policeman, fireman, etc.
[438]	[455]	Postal, transit, sanitation worker
		Blue-collar
[439]	[456]	Craftsman, foreman, kindred
[440]	[457]	Operative, kindred
[441]	[458]	Laborer
		Service
[442]	[459]	Private household worker
[443]	[460]	Service worker, except private household
		Student
[444]	[461]	Primary school
[445]	[462]	High school
[446]	[463]	College
[447]	[464]	Unemployed
[448]	[465]	Retired
[449]	[466]	Information not available

AGE DIFFERENCE BETWEEN DISPUTANTS

[467]	1 year
[468]	2 years
[469]	3 years
[470]	4 years
[471]	5 years
[472]	6–10 yrs.
[473]	11–15 yrs.
[474]	16–20 yrs.
[475]	21–25 yrs.
[476]	26–30 yrs.
[477]	31–35 yrs.
[478]	36 yrs. and more
[479]	Information not available

OLDER OF THE TWO DISPUTANTS

[480]	Disputant #1
[481]	Disputant #2

DISPUTANTS' RELATIONSHIP

[482]	Adulterous relationship
[483]	Married
[484]	Common law
[485]	Former common law
[486]	Divorced
[487]	Separated—living apart
[488]	Other love relationship
[489]	Brothers
[490]	Sisters
[491]	Brother/sister
[492]	Parent/child
[493]	Grandparent/grandchild
[494]	Grandparent/parent
[495]	Other relative relationship
[496]	Non-relative relationship

Names_____ Case #_____

OTHERS INVOLVED IN DISPUTE Relationship to Disp. #1–Disp. #2		OTHERS PRESENT NOT INVOLVED Relationship to Disp. #1–Disp. #2		OTHERS IN HOUSEHOLD, NOT PRESENT Relationship to Disp. #1–Disp. #2		
						Female
[497]	[545]	[593]	[641]	[689]	[737]	Wife
[498]	[546]	[594]	[642]	[690]	[738]	Ex-wife
[499]	[547]	[595]	[643]	[691]	[739]	Common law wife
[500]	[548]	[596]	[644]	[692]	[740]	Ex-common law wife
[501]	[549]	[597]	[645]	[693]	[741]	Girlfriend
[502]	[550]	[598]	[646]	[694]	[742]	Mother
[503]	[551]	[599]	[647]	[695]	[743]	Mother-in-law
[504]	[552]	[600]	[648]	[696]	[744]	Grandmother
[505]	[553]	[601]	[649]	[697]	[745]	Daughter of this union
[506]	[554]	[602]	[650]	[698]	[746]	Daughter not of this union
[507]	[555]	[603]	[651]	[699]	[747]	Sister
[508]	[556]	[604]	[652]	[700]	[748]	Step-sister
[509]	[557]	[605]	[653]	[701]	[749]	Half-sister
[510]	[558]	[606]	[654]	[702]	[750]	Sister-in-law
[511]	[559]	[607]	[655]	[703]	[751]	Daughter-in-law
[512]	[560]	[608]	[656]	[704]	[752]	Granddaughter
[513]	[561]	[609]	[657]	[705]	[753]	Aunt
[514]	[562]	[610]	[658]	[706]	[754]	Niece
[515]	[563]	[611]	[659]	[707]	[755]	Cousin
[516]	[564]	[612]	[660]	[708]	[756]	Friend
[517]	[565]	[613]	[661]	[709]	[757]	Neighbor
[518]	[566]	[614]	[662]	[710]	[758]	Boarder
[519]	[567]	[615]	[663]	[711]	[759]	Employee/er
[520]	[568]	[616]	[664]	[712]	[760]	Information not available
						Male
[521]	[569]	[617]	[665]	[713]	[761]	Husband
[522]	[570]	[618]	[666]	[714]	[762]	Ex-husband
[523]	[571]	[619]	[667]	[715]	[763]	Common law husband
[524]	[572]	[620]	[668]	[716]	[764]	Ex-common law husband
[525]	[573]	[621]	[669]	[717]	[765]	Boyfriend
[526]	[574]	[622]	[670]	[718]	[766]	Father
[527]	[575]	[623]	[671]	[719]	[767]	Father-in-law
[528]	[576]	[624]	[672]	[720]	[768]	Grandfather
[529]	[577]	[625]	[673]	[721]	[769]	Son of this union
[530]	[578]	[626]	[674]	[722]	[770]	Son not of this union
[531]	[579]	[627]	[675]	[723]	[771]	Brother
[532]	[580]	[628]	[676]	[724]	[772]	Step-brother
[533]	[581]	[629]	[677]	[725]	[773]	Half-brother
[534]	[582]	[630]	[678]	[726]	[774]	Brother-in-law
[535]	[583]	[631]	[679]	[727]	[775]	Son-in-law
[536]	[584]	[632]	[680]	[728]	[776]	Grandson
[537]	[585]	[633]	[681]	[729]	[777]	Uncle
[538]	[586]	[634]	[682]	[730]	[778]	Nephew
[539]	[587]	[635]	[683]	[731]	[779]	Cousin
[540]	[588]	[636]	[684]	[732]	[780]	Friend
[541]	[589]	[637]	[685]	[733]	[781]	Neighbor
[542]	[590]	[638]	[686]	[734]	[782]	Boarder
[543]	[591]	[639]	[687]	[735]	[783]	Employee/er
[544]	[592]	[640]	[688]	[736]	[784]	Information not available

Names_____ Case #_____

IDENTITY OF BREADWINNER IN HOUSEHOLD

[785] Disputant #1
[786] Disputant #2
[787] Other
[788] Information not available

RECEIVING PUBLIC ASSISTANCE

[789] Disputant #1
[790] Disputant #2
[791] No assistance being received
[792] Information not available

CHILDREN PRESENT AT DISTURBANCE

[793] Yes
[794] No
[795] Information not available

NUMBER OF CHILDREN IN HOUSEHOLD

[796]	None	[801]	5
[797]	1	[802]	6
[798]	2	[803]	7
[799]	3	[804]	8 or more
[800]	4	[805]	Info. not available

APPROXIMATE AGE RANGE OF CHILDREN

Low point	High point	
[806]	[826]	Less than 1 yr.
[807]	[827]	1
[808]	[828]	2
[809]	[829]	3
[810]	[830]	4
[811]	[831]	5
[812]	[832]	6
[813]	[833]	7
[814]	[834]	8
[815]	[835]	9
[816]	[836]	10
[817]	[837]	11
[818]	[838]	12
[819]	[839]	13
[820]	[840]	14
[821]	[841]	15
[822]	[842]	16
[823]	[843]	17
[824]	[844]	18
[825]	[845]	Info. not available.

PARENTAGE OF CHILDREN LIVING IN HOUSEHOLD

[846] From existing relationship
[847] From male's previous relationship
[848] From female's previous relationship
[849] From both the existing and a previous relationship
[850] Other
[851] Information not available

REPORTING OFFICERS

[852] Timony
[853] Ellsworth
[854] Bryan
[855] Timmins
[856] Mulitz
[857] Edmonds
[858] Beatty
[859] Halfhide
[860] Bodkin
[861] Anderson
[862] Donovan
[863] Mahoney
[864] Harnett
[865] Robertson
[866] Clover
[867] Castagna
[868] Madewell
[869] Richardson
[870] Not FCU officer

ELAPSED TIME OF POLICE INTERVENTION

[871] 1–15 minutes
[872] 16–30 minutes
[873] 31–45 minutes
[874] 46–60 minutes
[875] 61–75 minutes
[876] 76–90 minutes
[877] 91–105 minutes
[878] 106–120 minutes
[879] Information not available

Names_____ Case #_____

RELIGIOUS AFFILIATION

Disp. #1	Disp. #2	
[880]	[889]	Protestant
[881]	[890]	Catholic
[882]	[891]	Jewish
[883]	[892]	Buddhist
[884]	[893]	Hindu
[885]	[894]	Islamic
[886]	[895]	Other
[887]	[896]	None
[888]	[897]	Information not available

FREQUENCY OF RELIGIOUS ATTENDANCE

Disp. #1	Disp. #2	
[898]	[904]	Daily
[899]	[905]	Weekly
[900]	[906]	Monthly
[901]	[907]	Rarely
[902]	[908]	Never
[903]	[909]	Information not available

EVENTS TRANSPIRING IMMEDIATELY BEFORE OFFICER'S ARRIVAL: TYPE OF OCCURRENCE

[910] Dispute and physical assault
[911] Dispute and threat of physical assault
[912] Verbal dispute; screaming, abusive language
[913] Sexual assault
[914] Damage to property
[915] Individual(s) under influence of alcohol
[916] Individual(s) under influence of drugs
[917] Individual wishes to leave household; refuses to return to home
[918] Individual refuses admittance to another into household
[919] Individual demands that another leave household; evicts another
[920] Individual missing from household
[921] Individual became physically ill
[922] Individual behaved in irrational manner
[923] Suspicion or discovery of another's extra-marital relationship
[924] Suspicion or discovery of another's use of drugs
[925] Suspicion or discovery of another's homosexual relationship
[926] Threat with weapon
[927] Assault with weapon
[928] Suicide threat
[929] Suicide
[930] Homicide
[931] Information not available

Names_____ Case #_____

OFFICER'S OPINION REGARDING CAUSATIVE FACTORS OF CRIS'S: TYPE OF CASUALTY

[932] Infidelity
[933] Boasting of or reviewing to past mates, extra-marital partners
[934] Money or possessions given to extra-marital partner or ex-family member
[935] Refusal of sexual advances
[936] Incest or sexual relations with children or step-children
[937] Question of paternity of child/children
[938] Homosexuality
[939] Problem regarding up-coming divorce and/or custody rights
[940] One partner wishes to reconcile after divorce or separation
[941] Maturational crisis: emancipated child
[942] Maturational crisis: change of life, aging
[943] Lack of communication; attention; understanding
[944] Neglecting family responsibility; helping around house, etc.
[945] Excessive time spent away from home
[946] Complaint regarding another's outside friends or activities
[947] Intrusion in marital life by outsiders
[948] History of constant arguments and/or assaults
[949] Financial difficulties
[950] Non-support or not enough support
[951] Destruction or pawning of possessions
[952] Disagreement regarding location of residence
[953] Alcoholism
[954] Drug addiction
[955] Gambling
[956] Problem in controlling children
[957] Negligence, improper care of children
[958] Dislike of child's friend(s), fiance(s), etc.
[959] Child demands greater freedom and independence
[960] History of physical illness
[961] History of mental illness
[962] New member introduced into household
[963] Loss of member of household: death, divorce, etc.
[964] Unemployment
[965] No love in marriage
[966] No conception of marital roles
[967] Found another mate
[968] Injured pride
[969] End of extra-marital affair
[970] Refusal to marry pregnant woman
[971] Simple verbal disagreement got out of control
[972] Child fears loss of position and love due to third party
[973] Difference over property or money
[974] Information not available

DOES OFFICER'S OPINION COINCIDE WITH COMPLAINT?

[975] Yes
[976] No
[977] Information not available

Names_____ Case #_____

OFFICER'S OPINION REGARDING CAUSATIVE FACTORS OF CRISIS: INDIVIDUAL(S) INVOLVED

[978] Husband
[979] Former husband
[980] Wife
[981] Former wife
[982] Child
[983] Father
[984] Mother
[985] Father-in-law
[986] Mother-in-law
[987] Grandmother
[988] Grandfather
[989] Siblings
[990] Other relative
[991] Boyfriend
[992] Girlfriend
[993] Friend/neighbor
[994] Other
[995] Information not available

LENGTH OF TIME FAMILY HAS BEEN (OR WAS) TOGETHER

[998] 1–6 months
[999] 6 months–1 year
[1000] 1–2 years
[1001] 2–3 years
[1002] 3–4 years
[1003] 4–5 years
[1004] 5–10 years
[1005] 10–15 years
[1006] 15–20 years
[1007] More than 20 years
[1008] Information not available

DOMINANT HOUSEHOLD MEMBER

[1017] Husband
[1018] Wife
[1019] Grandmother
[1020] Grandfather
[1021] Child
[1022] Other
[1023] Information not available

CURRENT MARITAL STATUS

[1009] Legally married
[1010] Common law
[1011] Divorced
[1012] Legally separated, less than 6 mos.
[1013] Legally separated, more than 6 mos.
[1014] Living apart, less than 6 mos.
[1015] Living apart, more than 6 mos.
[1016] Information not available

APPEARANCE OF HOUSE

[1024] Neat, clean
[1025] Fair
[1026] Unkempt, dirty
[1027] Information not available

APPEARANCE OF INDIVIDUALS

[1028] Neat, tidy
[1029] Fair
[1030] Unkempt
[1031] Information not available

Names_____ Case #_____

OTHER IMPRESSIONS

Disp. #1 appeared	Disp #2 appeared	
[1032]	[1068]	Aloof, distant, remote
[1033]	[1069]	Cold, defensive
[1034]	[1070]	Overwrought, agitated, highly emotional
[1035]	[1071]	Despondent, unhappy
[1036]	[1072]	Excessively angry, explosive, unable to control temper
[1037]	[1073]	Angry, but anger controlled, contained
[1038]	[1074]	Brash, flirtatious, provocative
[1039]	[1075]	Disoriented, confused, vague communication
[1040]	[1076]	Sensitive about masculinity or femininity
[1041]	[1077]	To act childishly, immaturely
[1042]	[1078]	To have no conception of responsibility, of adult role
[1043]	[1079]	To enjoy being the center of attention
[1044]	[1080]	To display poor adjustment to aging
[1045]	[1081]	Intoxicated
[1046]	[1082]	Under the influence of drugs
[1047]	[1083]	Physically ill
[1048]	[1084]	Warm, loving, affectionate toward other disputant
[1049]	[1085]	To have little regard or affection for other disputant
[1050]	[1086]	To fear other disputant
[1051]	[1087]	Belittling, mocking, teasing or nagging other disputant
[1052]	[1088]	Jealous, suspicious of other disputant
[1053]	[1089]	To be unable to communicate with other disputant
[1054]	[1090]	To ignore other disputant
[1055]	[1091]	To degrade other disputant's masculinity or feminity
[1056]	[1092]	To have different cultural or religious background from other disputant
[1057]	[1093]	To have different interests, enjoy different activities from those of other disputant
[1058]	[1094]	To be of different social classes
[1059]	[1095]	Anxious about physical illness
[1060]	[1096]	In need of love
[1061]	[1097]	Very passive, docile
[1062]	[1098]	Very independent
[1063]	[1099]	Mentally ill
[1064]	[1100]	Information not available

Names_____ Case #_____

OCCURRENCE AFTER POLICE ARRIVAL: OFFICER'S APPROACH

[1104] Discussed problem with disputants separately
[1105] Discussed problem with disputants together
[1106] Discussed problem with disputants both separately and together
[1107] Physically separated disputants
[1108] Reprimanded disputants to end argument, prevent further outburst
[1109] Calmed disputants to end argument, prevent further outburst
[1110] Attempted to verify veracity of complainant's statement
[1111] Observed bruises allegedly inflicted by other disputant
[1112] Accompanied disputant to home so that belongings could be removed, entry made, etc.
[1113] Gathered information, as only one disputant was present
[1114] Spoke to other family members or other non-relatives
[1115] Neither disputant present
[1118] Information not available

RESPONSE TO POLICE INTERVENTION

Disp #1	Disp. #2	
[1124]	[1152]	Satisfied, grateful for police handling, intervention, suggestions
[1125]	[1153]	Cooperative, favorable response, spoke freely and openly
[1126]	[1154]	Admitted presence of problems
[1127]	[1155]	Admitted to being at fault in dispute
[1128]	[1156]	Calmed down in presence of police
[1129]	[1157]	Passive agreement with police suggestions
[1130]	[1158]	Wished only to air complaint; not willing to speak freely or openly of own role in dispute
[1131]	[1159]	Dissatisfied with police handling, intervention, suggestions
[1132]	[1160]	Reluctant to talk of dispute, unresponsive
[1133]	[1161]	Resented presence of police
[1134]	[1162]	Ignored police, continued dispute in their presence
[1135]	[1163]	Refused to cooperate, gave no information, unwilling to speak
[1136]	[1164]	Became belligerent toward police, arrogant, antagonistic
[1137]	[1165]	Became enraged at police, cursing, throwing, hard to control
[1138]	[1166]	Suspicious of officers and their suggestions
[1139]	[1167]	Unwilling to accept officers' suggestions
[1140]	[1168]	Refused police admittance to home
[1141]	[1169]	Could not respond, drugged state
[1142]	[1170]	Could not respond, intoxicated
[1143]	[1171]	Could not respond, language barrier
[1144]	[1172]	Could not respond, wounded or dead
[1145]	[1173]	Not present
[1146]	[1174]	Felt police could not understand one of different race
[1147]	[1175]	Information not available

Names_____ Case #_____

RESOLUTION OF DISPUTE

[1180] Mediation
[1181] Referral
[1182] Aided
[1183] Arrest
[1184] Officers to return at later date for consultation
[1185] Not resolved

IDENTITY OF INDIVIDUALS INVOLVED IN RESOLUTION

[1186] Disp. #1
[1187] Disp. #2
[1188] Other person involved in dispute

AGENT OR AGENCY TO WHICH REFERRED

[1189] Catholic Charities
[1190] Hamilton Grange
[1191] Alcoholics Anonymous
[1192] Psychological Center
[1193] Narcotics center
[1194] Family Court
[1195] Juvenile Court
[1196] PINOS
[1197] SPCC
[1198] Criminal Court
[1199] Civil Court
[1200] Department of Welfare
[1201] Hospital for physical treatment
[1202] Hospital for psych. treatment
[1203] Legal Aid Society
[1204] Private lawyer
[1205] Private physician
[1206] Clergyman
[1207] Other public agency
[1208] Other private agency

OUTCOME OF REFERRAL

[1209] Applied for assistance
[1210] Did not apply for assistance
[1211] Information not available

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Names_____ Case #_____

RESOLUTION OF DISPUTE: DETAILS

Disp. #1	Disp. #2	Agreed to contact agent or agency to obtain:
[1221]	[1260]	Marriage and family counseling
[1222]	[1261]	Aid with budget
[1223]	[1262]	Legal separation
[1224]	[1263]	Order of protection
[1225]	[1264]	Order to claim belongings, personal property from house
[1226]	[1265]	Divorce
[1227]	[1266]	Visitation rights
[1228]	[1267]	Non-support warrant
[1229]	[1268]	Financial aid, welfare
[1230]	[1269]	Protection against abuse from parents
[1231]	[1270]	Job, employment
[1232]	[1271]	Legal advice in order to take other disputant to court
[1233]	[1272]	Help with alcoholism
[1234]	[1273]	Help with drug addiction
[1235]	[1274]	Help with physical illness
[1236]	[1275]	Help with mental illness
[1237]	[1276]	Information regarding adult activities
[1238]	[1277]	Occupational training
[1239]	[1278]	Contraceptive information
[1240]	[1279]	Warrant for assault
[1241]	[1280]	Paternity suit action
[1242]	[1281]	Information not available

		Agreed to:
[1246]	[1285]	Sleep separately from other disputant
[1247]	[1286]	Leave house temporarily
[1248]	[1287]	Leave house permanently
[1249]	[1288]	Cease contact with other disputant
[1250]	[1289]	Try to understand, communicate
[1251]	[1290]	Pay more attention to spouse, go out socially, entertain, etc.
[1252]	[1291]	Fulfill own responsibilities: provide support, stop drinking, etc.

SUMMARY OF RESOLUTION

[1299]	Dispute resolved through discussion with police	[1306]	Dispute not resolved—one disputant absent
[1300]	UF61 filed	[1307]	Dispute not resolved—both disputants absent
[1301]	Disputant arrested	[1308]	Dispute not resolved—one intoxicated
[1302]	Disputant taken to hospital	[1309]	Dispute not resolved—both intoxicated
[1303]	Disputant committed for psychiatric treatment	[1310]	Dispute just not resolved
[1304]	Disputant committed to narcotics center	[1311]	Information not available
[1305]	Referral made		

PREVIOUS PATTERNS OF VIOLENCE

[1312] Yes
[1313] No
[1314] Information not available

PREVIOUS ARRESTS

Disp. #1	Disp. #2	
		For violence:
[1315]	[1320]	Yes
[1316]	[1321]	No
		For other causes:
[1317]	[1322]	Yes
[1318]	[1323]	No
[1319]	[1324]	Information not available

NUMBER OF PRECEDING CALLS MADE BY POLICE TO SAME DISPUTANTS OR SAME FAMILY

[1325] One
[1326] Two
[1327] Three
[1328] Four
[1329] Five
[1330] Six
[1331] Seven
[1332] Eight
[1333] Nine
[1334] Ten
[1335] More than ten
[1336] Information not available

APPENDIX H

SPANISH HELP PHRASES

ENGLISH	SPANISH
1. What is your name?	1. ¿Cómo se llama usted?
2. What is your problem?	2. ¿Cuál es su problema?
3. What do you want?	3. ¿Qué quiere?
4. I will speak with you.	4. Yo hablaré con usted.
5. He will speak with you.	5. Él hablará con usted.
6. Where do you live?	6. ¿Dónde vive usted?
7. What is her name?	7. ¿Cómo se llama ella?
8. Your wife?	8. ¿Su mujer, esposa?
9. Who hit you?	9. ¿Quién le dio?
10. Are you married?	10. ¿Está casado?
11. How long are you married?	11. ¿Cuantos años esta casado?
12. Do you have any children?	12. ¿Tiene ninos?
13. What's the matter here?	13. ¿Qué pasa aqui?
14. Let's speak, but speak slowly.	14. Hablemos, pero hable despacio.
15. Do you want help?	15. ¿Quiere ayuda?
16. We want to help you.	16. Queremos ayudarle.
17. What's the number of this Apt?	17. ¿Qué número tiene este apartamiento?
18. What is your telephone number?	18. ¿Cuál es el número de su telephone?
19. How old are you?	19. ¿Cuantos años tiene usted?
20. Where were you born?	20. ¿Dónde nació usted?
21. What is your occupation?	21. ¿En que trabaja usted? ¿Cuáles su oficia?
22. When did it happen?	22. ¿Cuando pasó?
23. Whom do you want to notify?	23. ¿A quién avisar, notificar?
24. I want certain information.	24. Quiero cierta información.
25. Are you armed?	25. ¿Tiene arma? ¿Está armado?
26. What street?, avenue?	26. Qué calle? avenida?
27. Give me the pistol.	27. Deme la pistola.
28. In what church were you married?	28. ¿En que iglesia se casaron?
29. Do you go to church?	29. ¿Va usted a la iglesia?
30. Have you seen a priest?	30. ¿Ha visto a un padre?
31. Are you sick?	31. ¿Está enfermo? Está malo?
32. Are you hurt?	32. ¿Está herido?
33. Who did it?	33. ¿Quién lo hizo?
34. Did you see who did it?	34. ¿Vió quien lo hizo?
35. Do you know who did it?	35. ¿Sabe quien lo hizo?
36. Who robbed you?	36. ¿Quién le robo?
37. Do you want an ambulance?	37. ¿Quiere una ambulancia?
38. Do you want a doctor?	38. ¿Quiere un doctor?

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